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ABSTRACT

The problem of student discipline is approached by synthesizing much that is known about child development, interpersonal relationships, identity, self-image, and change into a philosophy for individual growth and self-fulfillment. Goals, and methods for achieving them, are suggested that would help prevent discipline problems. These are to help each student to feel worthwhile, make the school experience more interesting, make and enforce more effective rules, involve parents, and provide effective security. Specific techniques and programs are presented for dealing with discipline problems when they do occur. Barriers described that block school personnel from making constructive changes needed in order to solve school discipline problems include unwritten rules; fear of change; and lack of money, time, authority, and knowledge. Suggestions are offered for overcoming each barrier. The final sections contain a discussion of legal aspects and appendixes with an annotated bibliography; footnotes; and the questionnaire and a summary of "A Study of Perceptions of Discipline Problems in Secondary Schools of North Carolina." (Author/MLF)

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DISCIPLINE IN SCHOOLS
a source book

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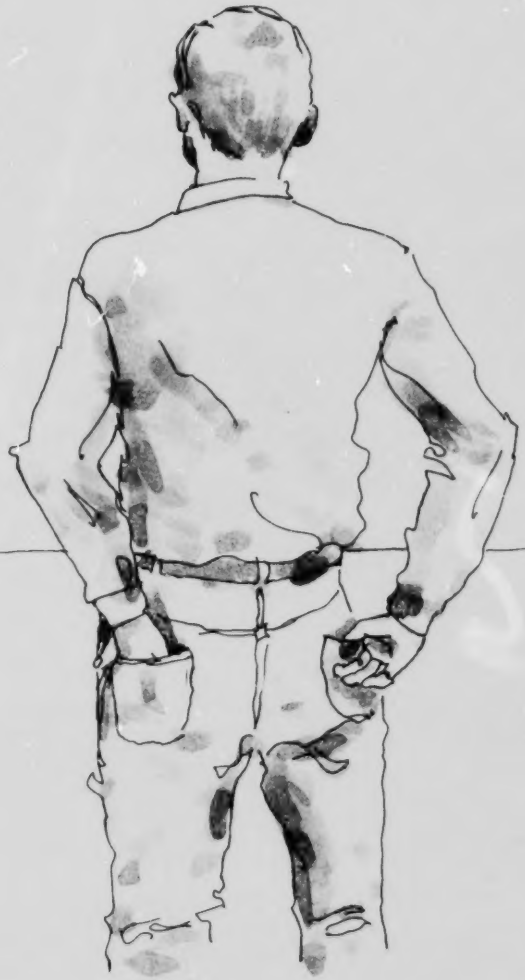
listen.
please
listen to me.
it's not so much,
but i feel it.

sometimes
i want to say things,
but i can't
or i shouldn't . . .
i don't know.
please
help the words get out.



sometimes
i want to
laugh
and sing
and be crazy.
maybe
we could be crazy
together
sometime.

sometimes
i feel
so sad
i don't want to see you
or anybody.
i wish
you could make it go
away.

sometimes i get
mad,
and you get
mad,
and i want
to get away
from you,
or smash you
or put you somewhere
where you can't
hurt me.
i don't want to get
mad,
but you make me
sometimes.

sometimes
i have things
on my
mind,
big things
- you know -
and i don't
see you
or hear you
or even
care about you
very much.

i see you
and hear you
and even touch you
sometimes,
but i don't know you.
talk to me.
i'll share me if
you'll share you.

what do you say
when your friends are around?
do you laugh?
do you cry?
do you talk about me?

sometimes i'm afraid
of what you think,
of sounding dumb,
of doing bad.
don't think i'll lose . . . .
please?

i don't want to
fail.
please,
it's cold out here.

6-A

hold me.
help me.
heal me.
like me . . . .
please,
like me.

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FOREWORD

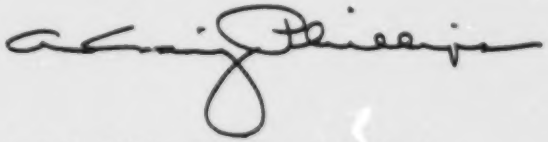
Throughout the Nation, and in practically all the surveys, discipline is regarded as the school's number one problem—superseding such concerns as finance, public apathy, integration, busing, teacher militancy, and lack of knowledge concerning the nature of change.

Discipline problems never exist in a vacuum; they are intimately related to students and their perceptions, to teachers and their interpretations of goals, to administrators and their interpretation of responsibility, and to the community with its sensitivity or lack of it for an atmosphere genuinely conducive to educational development. Nor can discipline problems be solved through simple isolated approaches, such as added or modified programs or the introduction of new techniques. It, however, is gratifying that many schools are developing highly successful programs and practices resulting in effective learning and in better interpersonal relationships.

This source book approaches the problem of discipline forthrightly, with chips falling on occasions in rather sensitive areas. At the same time, the approach is altogether positive and always with overtones of encouragement.

Much of the best that is known about child development, interpersonal relationships, indentity, self-image, and change is synthesized into a viable philosophy for individual growth and self-fulfillment. The evidence from numerous sources is conclusive that the ultimate solution to better relationships among students, teachers, administrators, and parents — and in turn better discipline — lies in the development of relationships based on mutual respect, trust, and understanding.

The idealism of the basic concepts in this source book, with its persistent emphasis on caring and understanding, in no way suggests the impossibility or the impracticability of realizing the ultimate goal of all discipline, namely self-discipline. It makes the future seem bright!



A. Craig Phillips, State Superintendent
Public Instruction

OVERVIEW

This is a source book about discipline in school. Hopefully, teachers and administrators will use it to make the schools safer, happier, and more productive places for everyone.

This book is written personally and simply, because discipline is a personal subject—one that involves everyday people who can understand each other better when they use plain talk.

Much more could be said about this subject, although we have probably written too many words already. Please use this book as a reference, a catalyst, and a friend.

Types of Discipline Problems

School discipline problems are measured not only by property loss and bodily harm—which alone are tragic—but also by the loss in human learning and fulfillment. Children who should be exploring the beauty, power, and purpose of this incredible universe, who should be laughing and enjoying life, are too often turned off and desperately unhappy. Teachers who have worked and hoped for the chance to nourish young minds find themselves demoted to jailors, fighting to keep the lid on and still do something for the handful who will listen. In the chaos of broken windows, smoke-filled bathrooms, verbal abuse, robberies, stabbings, truancies, and all the rest, principals are painfully forced to act more as security guards than as instructional leaders. Parents must worry about the safety of their sons and daughters and about their own failure to insure a quality education for their children.

Certainly, we must stop violence and vandalism in our schools. But this is not enough. A "well-disciplined school" is not merely a place where students are quiet and obedient. It is a situation where students, teachers, and administrators are concentrating together in a close, vibrant way toward the common goal of learning.

Preventing Discipline Problems

Traditionally, schools have sought to control student behavior by setting strict rules and punishing those who disobeyed. The most common punishments have been spankings and suspensions, with the most serious offenders being expelled from school and/or committed to state training schools. Research and experience tell us that this method of handling school discipline problems is not working. Despite the fact that thousands of students are spanked, removed, and imprisoned each year, the number and severity of school discipline problems is increasing in many places and decreasing in few. Likewise, there is no indication that these techniques are motivating students to study harder or learn more. We need a better approach—one which cures the causes of misbehavior instead of merely reacting to the symptoms.

This does not mean that we should allow students to do whatever they please. Rules, enforcement, security, and reasonable restraints are necessary to maintain order in the schools and to guarantee the protection of the many from the violence of the few.

But our best protection is to make school a more joyous and more satisfying experience for all students, as well as for all teachers and administrators. It is pain and boredom which drive children to smash windows, shoot dope, and beat on other children. It is love and success which teach them to love and to succeed.

In varying degrees and ways, many students have been kicked in the head all their lives. They come from homes where there is more yelling than listening, more liquor than love, more taking than giving. In many cases, they have been laughed at, lied to, pushed aside, put down, and left alone so often that they believe such treatment is all they are worthy of. In such a world, children learn to hate themselves—and almost everything else—at an early age.

Going to school often makes these children feel even worse about themselves. Many begin failing in the first grade and steadily fall further and further behind. When teachers and administrators criticize, label, expect failure, and act indifferent, students become even more convinced of their worthlessness. Other children can be terribly cruel too in their ridicule and rejection of those who are different and don't "measure up." But we must remember that these are just words—they cannot express the real disappointment and pain that real individuals experience every day.

Feeling worthless and unloved, facing another day of what many consider an endless ordeal of boring words about useless topics, students often react by: withdrawing into silence, dope, or feigned stupidity; dropping out and running away; acting out to gain attention; attacking the source, or at least the symbol of their pain. In most cases these reactions only make the problem worse for the student and for the school.

At this point, we should remember that unhappiness may be a cause of misbehavior, but it is not an excuse for hurting others. Nor is it fair to blame a deprived background for violence and vandalism while relieving the

individual of all responsibility for his/her actions. But while we recognize individual responsibility, we must also recognize individual needs
and feelings. Students, like the rest of us, need to feel unique, important, and worthwhile. We can help them meet this need, and at the same time reduce discipline problems, by:

- developing close relationships with them;
- helping them to develop close relationships with their peers and with their families;
- helping them to be healthy and feel attractive;
- involving them in significant decision-making; and
- helping them to experience success at school.

This book explains a number of techniques for implementing these suggestions.

Students also need a school experience which is interesting, challenging, and useful. This book also presents many practical ideas for meeting this need and thereby preventing discipline problems.

Dealing with Discipline Problems

One major section of this book presents specific techniques and programs for dealing with discipline problems when they do occur. Some are more effective than others. Some may be more practical in some situations than in others. Depending on your needs, you may want to borrow ideas from several different approaches, combine them with each other or with something you're already doing.

Generally, the technique is more likely to succeed if:

- the student feels a personal need to change
- the solution satisfies the needs of both the teacher and the student
- the solution addresses the real problems, instead of the symptoms
- the action taken is appropriate for the particular situation at that particular time

Barriers to Constructive Change

A number of barriers block us from making constructive changes needed in order to solve school discipline problems. These barriers include unwritten rules, lack of money, lack of time, lack of authority, lack of knowledge, and fear of change.

But of all these, fear of change is our greatest enemy. For it prevents experimentation and growth, locking us into actions which may not be working. Our greatest challenge is to master our natural fear of change and make the uncertain leap into new directions.

Acknowledgements

This source book is the effort of a number of individuals—each of whom was deeply committed to its production:

- Stewart Rogers, formerly with the Education Information Center, did most of the writing. All the poetry in the manuscript are original works of Mr. Rogers, unless otherwise noted. His talent, creativity, and genuine sensitivity for the topic were a major contribution.
- Barbara Conner, formerly with the Education Information Center, originated the concept, wrote part of the book, and had major responsibility for the editing.
- Lee Grier, Odell Watson, Phyllis Ethridge, Don Farthing, and Gail Powell of the Division of Human Relations served as continuing consultants. Their expertise in the exceedingly complex area of discipline alternatives was invaluable.
- Vester Mulholland assisted in the editing of the manuscript.
- Dudley Flood, Assistant State Superintendent, Human Relations and Student Affairs offered technical assistance.
- Judy Powell typed the manuscript; Jerri Spence helped with additional typing.
- James Clark of the Asheville City Schools shared the findings of his dissertation, "A Study of Perceptions of Discipline Problems in the Secondary Schools of North Carolina."
- Nancy Johnson provided the design, layout and illustrations.

LET'S BE HONEST

No matter how many beautiful suggestions
there are, they don't make a bit of difference
unless people are willing to change.

So the most important thing to be concerned about is:
"What's getting in the way of change?"

Some of those stop signs are in this book. Remember:
They are the enemy. Not you
or I
They are the things that keep us from growing and
learning . . .

and if we don't see them we can get tripped
up and never know why.

THE PROBLEM

- NATIONAL STATISTICS
- SURVEY OF DISCIPLINE IN NORTH CAROLINA SCHOOLS— HIGHLIGHTS
- PERSONAL POINTS-OF-VIEW

STATISTICS

School discipline problems are a national crisis . . . and still growing.

- A survey financed by the Law Enforcement Assistance Administration describes violence in the schools as a "serious and costly national problem" that "warrants a national effort" at correction.

- A U. S. Senate subcommittee which surveyed 757 school districts (April, 1975) estimated that school vandalism cost approximately $600,000,000 per year. This figure is said to equal the total amount spent on textbooks in every school in the country in 1972. The subcommittee found that 70,000 teachers were victims of serious assaults; that school-related homicides between 1970-73 increased 18.5 percent; rapes and attempted rapes, 40.1 percent; robberies, 36.7 percent; assaults on students, 85.3 percent; assaults on teachers, 77.4 percent; burglaries on school buildings, 11.8 percent; drug and alcohol offenses on school property, 37.5 percent; and the number of weapons confiscated by school authorities, 54.4 percent.

- Typical specifics related to vandalism in the schools:
  - In 1974, vandalism cost Cleveland $855,000; Houston,$351,000; Austin, $185,000; Salt Lake City,$144,000
  - In 1975 Houston budgeted $697,000 for police security
  - The Los Angeles Unified School District allocates $3.9 million annually for security
  - In North Carolina, a random sampling indicated that in 1974-75, vandalism in Wake County amounted to $30,000; Fayetteville City Schools, $14,000; Catawba County Schools, $20,000; Asheboro City Schools, $10,000; Burlington City Schools, $3,500; Wilkesboro, $2,000; Dare County, $200.

- Recent statistics continue to be alarming. In the *U. S. News and World Report* for June 14, 1976, the NEA is cited as responsible for these staggering figures concerning student perpetuated crimes for the school year 1975-76:

  100 homicides
  9,000 rapes
  12,000 armed robberies
  270,000 burglaries

  and more than $500,000 worth of damage to school property

- The National Education Association reports that in 1975-76 students committed:

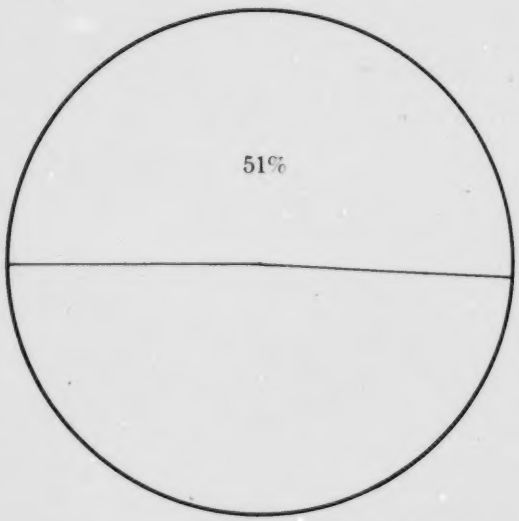
  100 murders
  12,000 armed robberies
  9,000 aggravated assaults
  270,000 school burglaries

- In *Violence and Vandalism* (National School Public Relations Association, 1975), it is reported that losses due to vandalism plus the cost for security in 1974 totalled $13,046,000 in New York, $7,984,000 in Los Angeles, and $10,015,000 in Chicago.

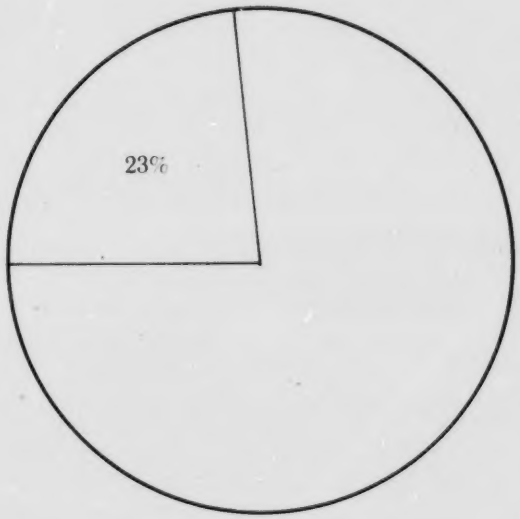
In schools today, there is:

- **more serious crime**
- **more violence**
- **more gang warfare**
- **more crime committed with weapons**
- **more drug-related crime than ever before.**

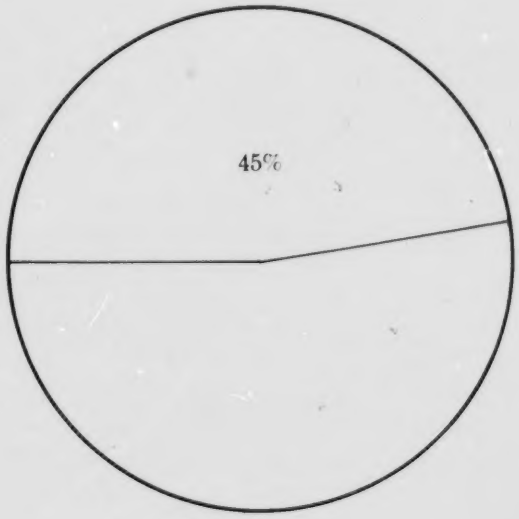
Juveniles are a frightening part of the total crime situation in America. Juveniles commit:



of all property crimes in U.S.



of all violent crimes in U.S.



of all other serious crimes in U.S.

"More crimes are committed by youth under 15 than by adults over 25."[2]

Highlights

"A Study Of Perceptions Of Discipline Problems In Secondary Schools of North Carolina,"*

by James A. Clarke

1. Students, teachers, and principals believe that there is a discipline problem in the high schools of North Carolina. Less than 11 percent of the total study population thought that discipline was of "minor" or "little concern."
2. According to approximately one-half of all respondents in the study, discipline in the high schools of North Carolina has increased "some" or "greatly" during the last three years; whereas, about one-fourth of each responding group believed that the problem had either remained "the same" or has "decreased." A majority of the principals, however, believe that the problem has "decreased" or "remained the same"; a majority of the teachers and students reported that the problem has "increased" or "remained the same."
3. In general, teachers and principals believe that the major causes of discipline problems in the high school can be attributed to home and societal conditions. Students, on the contrary, think discipline problems are caused by school factors. Among the major causes of discipline listed by principals and teachers were: "parents not supporting school," "lowering of society's standards and values," and "inadequate guidance at home." Students, on the other hand, reported that the major causes of discipline in the schools were "lack of student involvement," "low student morale," "poor communication between students and faculty," and "nothing for students to do or free instructional time."
4. The most frequently listed types of behavior, except for destruction of property, that caused discipline problems might be classified as minor offenses. These offenses included: "disobeying general rules," "skipping school," "late for classes," and "disobedience to teachers." Over one-third of the study population, however, reported the "use of drugs" caused discipline problems in the high schools of North Carolina.
5. A large majority of students and teachers reported that "no particular type of student," rather than one or more specific race-sex type, was most involved in discipline problems in the high schools. Although approximately 50 percent of the principals agreed with their students and teachers, principals attributed more of the discipline problems to white and minority males than did the two other groups.
6. In the opinion of the majority of the students, teachers, and principals, "students who made low grades" are most frequently involved in discipline problems at the high school level. Since most of the remaining participants checked "no particular type," very few respondents believed that average or superior students were involved in discipline problems.
7. Students, teachers, and principals reported that "expulsions" and "suspensions" are appropriate corrective methods in solving discipline problems.
8. There was general consensus among respondents that five types of behavior justified the expulsion of students: "using a dangerous weapon," "causing serious physical injury to a student or faculty member," "using or dispensing drugs at school," "serious destruction of property," and "continuous disruptive behavior." Unlike students, over half of the teachers and principals thought that expulsion should result when a student fought with a faculty member.
9. Principals and teachers listed far more types of behavior that might justify suspensions than did students. From a list of 12 behavioral types, over 50 percent of the principals recorded ten types, whereas, the same percent of students only listed six types. The most frequently listed behaviors were "physical abuse of students," "continuous disruptive behavior," "physical abuse of teachers," "using or dispensing drugs," "possession of dangerous weapons," and "using a weapon."
10. According to the total group of teachers, students, and principals in the study, the most frequently used corrective methods for maintaining discipline were: "suspensions," "counseling," "conferences with parents," "suspension

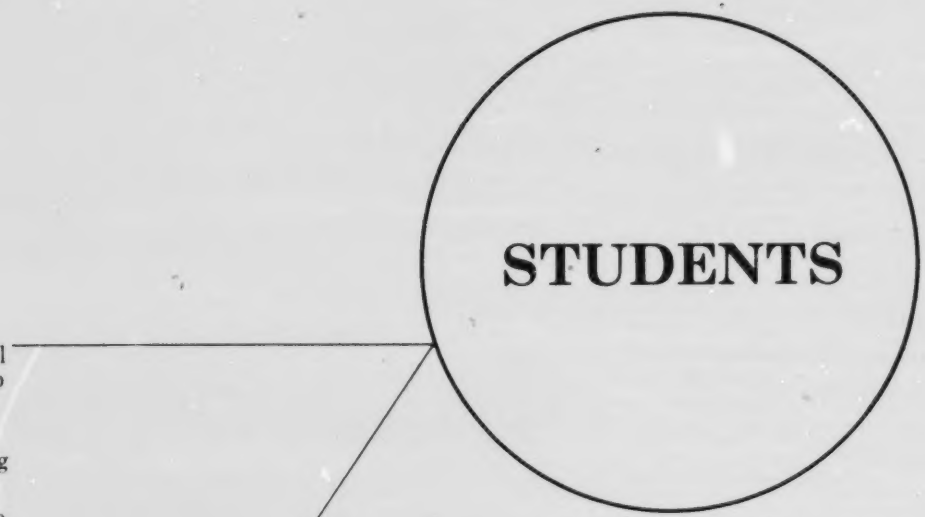
of involvement in sports," "assignment of jobs at school," and "involvement of students in self-government." A large percentage of the teachers and principals, but not students, also stated that three other practices were used frequently: "involvement of students in making rules," "humanizing the instructional program," and "making instructional programs more meaningful."

11. Over 50 percent of the principals reported that seven of 20 corrective methods were effective, but over one-half of the teachers and students indicated that four methods and one method, respectively, were effective. Principals listed "counseling," "conferences with parents," "suspensions," "expulsions," "assignment of detention halls," "making instruction more meaningful," and "involvement of students in self-government." Teachers thought that "conferences with parents," "suspensions," "counseling," and "making instruction more meaningful" were the most effective practices. The only practice which was listed as effective by half of the students was "conferences with parents."
12. Implicit in the students' and teachers' responses was the feeling that several of the corrective practices which are used should be employed more extensively because of their effectiveness. The practices checked by students were "involvement of students in making rules," "humanizing the instructional program," "making instruction more meaningful," and "public recognition for positive behavior." Teachers, on the other hand, thought that the discipline problem would be improved if misbehavior resulted in "suspension in the involvement of sports," "stricter enforcement of rules," and "public recognition of positive behavior."
13. Relative to the question of administering punishment on an equitable basis, most of the principals and teachers indicated that all students were treated the same or "punishment was administered on the basis of an evaluation of individual needs." Over one-fourth of the students agreed with their faculties on these two procedures, but a much larger number thought that favoritism was shown to students who "perform high academically" and to "athletes or other students with special talents."
14. The respondents in this study felt that neither integration nor sex discrimination were major contributors to the discipline problems in the high schools of North Carolina.
15. Of the ten major discipline areas in this study, there was more disagreement among the sub-populations on the major causes of discipline, "expulsions," "suspensions," and use of corrective methods." Of the six sub-groups in the study there was more disagreement among students, teachers, and principals; between male and female members; and between white and minority students.

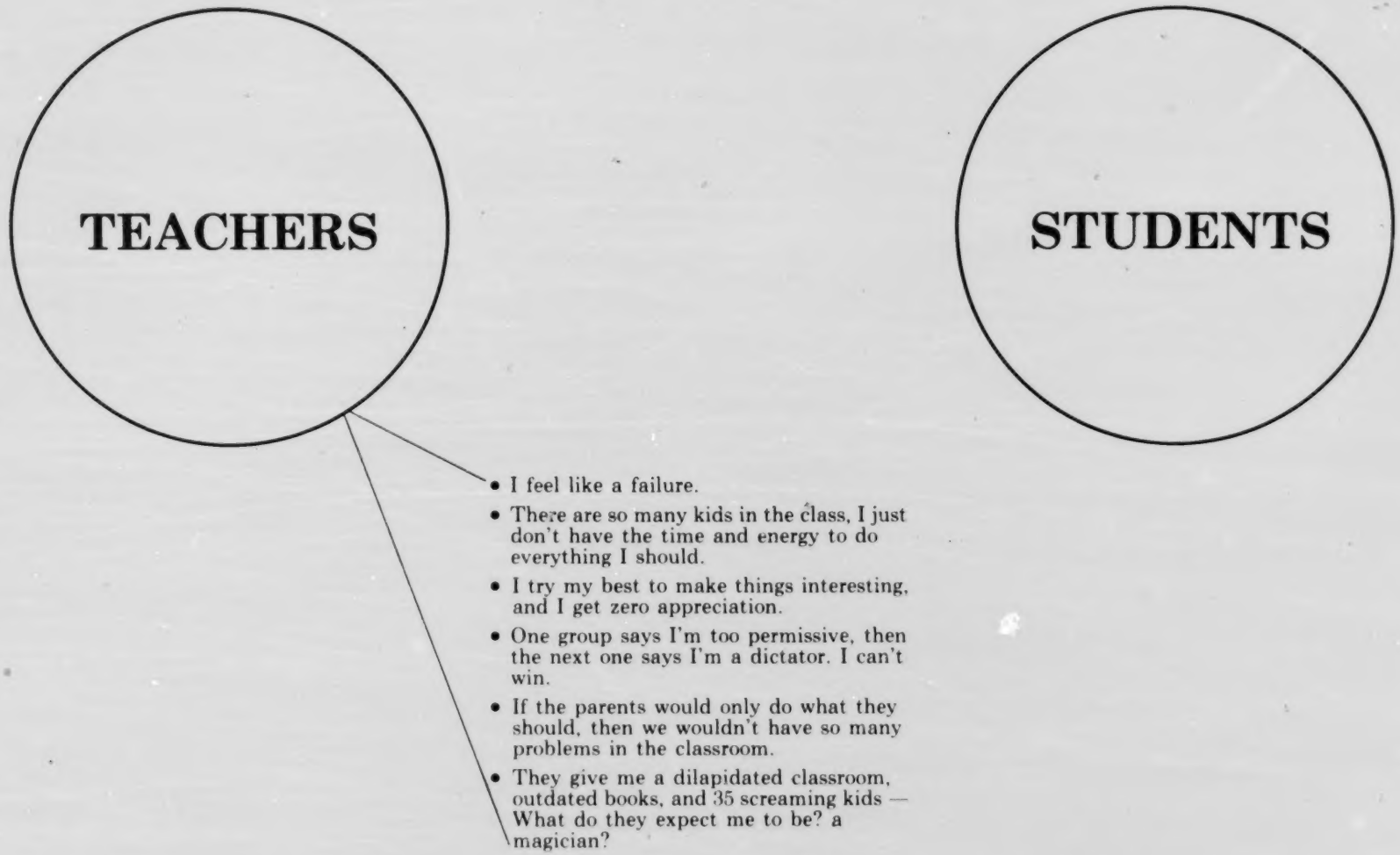
*The appendix contains a more detailed summary and copy of the opinionnaire of this study.

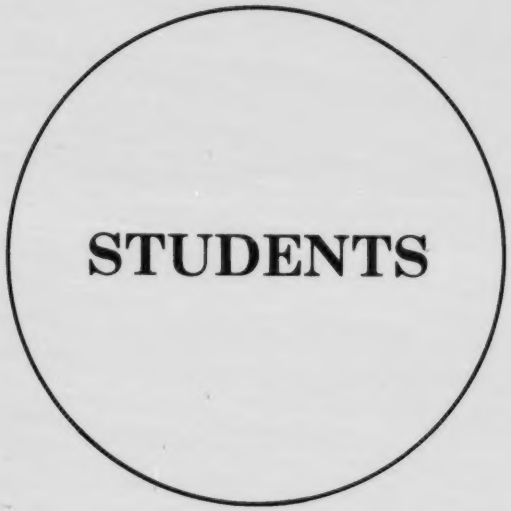
PERSONAL POINTS OF VIEW

The next few pages reflect how many students, teachers, administrators, and parents feel about school discipline problems. While these comments are certainly not indicative of every person in each of four groups, they do give us an insight into the common frustration shared by everyone involved.



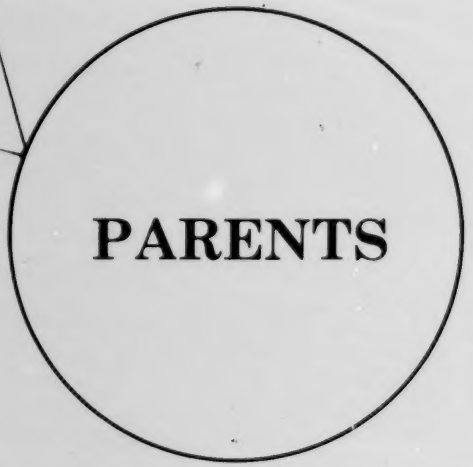
- Teachers pick on ya, order ya around all the time — man, I'm not going to put up with that stuff.
- I'm afraid to walk behind the gym anymore 'cause of those dudes that hang around back there.
- This is the fourth time I've had this same stuff.
- Two weeks ago, I was messing with this basketball when I wasn't supposed to — and this gym coach just pushed me on the ground and started twisting my arm. I kicked him one good and got out of there.
- Why not get high? It's the only way to stand the boring junk they talk about all the time.
- The other day, these dudes came up behind me and stuck a straight pin in my back.
- Teachers don't care anything about how you feel. They're too busy being mad at you.
- I don't get anything out of history class cause these guys keep talking all the time.


TEACHERS
STUDENTS
• I feel like a failure.
• There are so many kids in the class, I just don't have the time and energy to do everything I should.
• I try my best to make things interesting, and I get zero appreciation.
• One group says I'm too permissive, then the next one says I'm a dictator. I can't win.
• If the parents would only do what they should, then we wouldn't have so many problems in the classroom.
• They give me a dilapidated classroom, outdated books, and 35 screaming kids — What do they expect me to be? a magician?



- Some of these teachers just let the kids run wild — and then the Superintendent blames me for the trouble.
- Every year, I ask the School Board for more teachers and specialists, better materials, and all that — but we never get the help that we need.
- They tell me to straighten things out down here — and then tie my hands with a lot of unneccessary policies and paperwork.
- If parents would dicipline their children at home, we wouldn't have so many problems at school.

- I'm worried to let my child go to school any more with all that dope and violence.
- If my child's behind in his/her subjects, it's because the school isn't doing the job it used to do.
- We want her/him to have a better education than we got, but the schools just aren't providing it.
- Fighting? My child had to protect himself/herself. The school sure won't protect him/her.
- They don't ever ask parents what they think about the situation.
- It upsets me about these new report cards — now I can't tell anything about how my child is doing — just another cover-up if you ask me.



PREVENTING DISCIPLINE PROBLEMS

Suggestions

- Help students to feel unique, important, and worthwhile.
- Make the school experience more exciting, interesting, challenging, and useful.
- Adopt written rules formulated by students and staff, based on law, which are necessary, fair, simple, flexible.
- Involve parents in the classroom and in significant school decisions.
- Maintain an effective security system.

PREVENTION

you know
what they say
about
an ounce of
prevention . . .
BUT . . .
confusion,
problems,
and paperwork
of
day-to-day
often
keep
teachers and administrators
from
recognizing problems
and preventing them
from growing.

SUGGESTION 1:

HELP EACH STUDENT TO FEEL UNIQUE, IMPORTANT, AND WORTHWHILE.

All of us want to feel good about ourselves. We want to see ourselves as:

- *unique*: special; with a distinct positive identity
- *good*: morally right; justified in our actions
- *attractive*: pleasant to look at and to be around
- *lovable*: worthy of being loved and able to give love
- *capable*: able to accomplish things; to solve problems; to exert control.

This desire for self-esteem continues throughout life, and, none of us is immune

WHY IS SELF-ESTEEM IMPORTANT?

OVERWHELMING EVIDENCE INDICATES THAT SELF-ESTEEM IS THE SINGLE MOST IMPORTANT FACTOR DETERMINING WHETHER A STUDENT (OR ANYONE ELSE) WILL BECOME A SUCCESSFUL, LOVING, HAPPY PERSON OR AN UNHAPPY, CRUEL, FAILING PERSON[3]

"I am convinced that the crucial factor in what happens both *inside* people and *between* people is the picture of individual worth that each person carries around with him."[4]

". . . unsuccessful students, whether underachievers, nonachievers, or poor readers are likely to hold attitudes about themselves and their abilities that are pervasively negative. They tend to see themselves as less able, less adequate and less self-reliant than their more successful peers."[5]

"Your child's judgement of himself influences the kinds of friends he chooses, how he gets along with others, the kind of person he marries, and how productive he will be. It affects his creativity, integrity, stability, and even whether he will be a leader or a follower. His feelings of self-worth form the core of his personality and determines the use he makes of his aptitudes and abilities. His attitude about himself has a direct bearing on how he lives all parts of his life. In fact, self-esteem is the mainspring that slates every child for success or failure as a human being."[6]

People who like themselves are successful.

They have close, caring relationships with others.

They achieve and solve problems.

They are self-reliant and express their individuality.

They grow and learn from their experiences, coping with problems they face, making decisions they need to make.

but . . .

People who do not like themselves usually fail in their relationships and in their other endeavors.

They see life as a miserable experience filled with unresolvable fear, pain, frustration, and loneliness.

They feel helpless and vulnerable, prisoners of their own doubts.

They usually follow one of two paths:

- *withdrawing; hiding; suppressing feelings; trying to disappear*

or

- *striking out; hurting; rebelling; destroying*

Both of these pathways lead the failing person deeper and deeper into failure, creating more and more problems for the individual and those around him/her.

"People become what they perceive—what they experience and psychologically consume. Just as the food we eat and the air we breathe become a part of us physically, so do the sights we see and the sounds we hear, the things and people we experience become a part of us psychologically.

If we degrade another person, then a degraded person becomes the substance of our perceptions. We become what we perceive—we degrade ourselves. The person who destroys another person thus actually destroys himself. It's as if you were to take an apple, sprinkle poison on it, and then eat it.

But when a person behaves positively, when he does things which make other people feel good and worthwhile and important and valuable, he feeds psychologically on good perceptual stuff and also becomes better. This obviously is the golden rule, and the best empirical data that we have today says that it is right. Anthropology, sociology, and social psychology show us that what we do toward our fellow man is what we tend to become.

Speaking out against other people or saying negative things about them is the mildest example of unloving behavior. Allport, in an exploration of human prejudice, identified this manifestation of hate as antilocution. It is the first of five steps that become successively more negative. Avoidance is the second level. It is staying away from other people, not having contact with or approaching them. The middle level is discrimination, subjecting another person to an unpleasant or undesirable experience you are unwilling to impose upon yourself. Striking out against another person or physical attack is the fourth level. Extermination, killing or destroying life, is the final, ultimate, and irreversible level.

These five levels of rejective behavior show how we relate in negative, unloving ways to other people. But they are only one half of human potential. The other half projects positive attitudes and loving behaviors.

Speaking out in favor of another person, saying good things about other people which cause them to be better, is the first level of accepting or loving behavior. The counterpart for avoidance is seeking out other people, deliberately approaching and moving toward other persons and interacting positively with them. The next level of loving behavior is altruism, the unselfish doing of good things, the giving of yourself. Physically touching, caressing, embracing or positive loving behavior is the fourth level; it is showing other people in physical ways that they are good and worthwhile. The fifth level of loving behavior would theoretically be the creation of life."

by Jack P. Frymier
Theory Into Practice, April 1969

It's September again
- the time of jumping when you call,
doing cartwheels for you,
nodding yes.
It's September again
- standing on my head for you,
leaping high
hoping to please.
It's September again
- taking your tests,
finding my lost pencil,
losing ground.
It's September again
- hiding behind my reading book,
breathing quietly,
afraid!

from
The Geranium on the Window Sill Just Died But Teacher You Went Right On

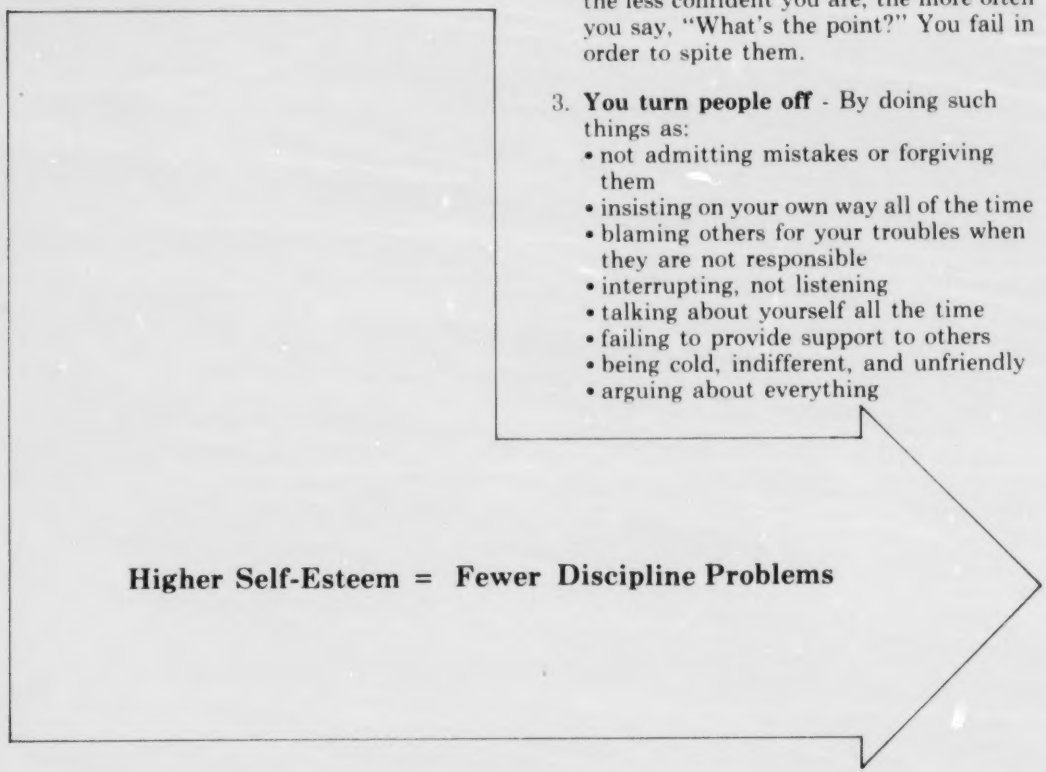
By Albert Cullum

YOUR SELF-IMAGE PERPETUATES ITSELF

If you feel self-confident, you are more likely to succeed because:

- you try harder
- you concentrate more on the task or the relationship at hand than on yourself
- you make the kind of positive, constructive investment that usually yields success.

The more successful you are, the more self-confident you will likely be.*



IF YOU FEEL AS IF YOU ARE A FAILURE, YOU ARE MUCH MORE LIKELY TO FAIL FOR SEVERAL REASONS:

1. **You stop trying** - Your energy is drained; you see no possible reward for your efforts; it seems better to fail because you did not try than to fail after doing your best.

2. **People begin to expect you to fail** - So the less confident you are, the more often you say, "What's the point?" You fail in order to spite them.

3. **You turn people off** - By doing such things as:
   - not admitting mistakes or forgiving them
   - insisting on your own way all of the time
   - blaming others for your troubles when they are not responsible
   - interrupting, not listening
   - talking about yourself all the time
   - failing to provide support to others
   - being cold, indifferent, and unfriendly
   - arguing about everything
   - putting people down; being sarcastic
   - being depressed or negative all the time
   - violating trusts and confidences
   - trying to hurt people, overtly or behind their backs

4. **Your abilities decrease** - The fewer positive interactions you have and the fewer challenging problems you solve, the less ability you have to succeed in interactions and problem-solving. Ability comes only with practice.

5. **You distort reality against yourself** - You believe that people are always against you; that nothing good could ever happen to you.

6. **You ask for failure** - You always tell people negative things about yourself; you continually ask others to criticize you.

7. **You allow people to run over you** - You're afraid they'll punish you or withdraw their love if you oppose them; you begin to believe that you deserve to be abused; you feel self-righteous by "letting people have their own way"; you think you'll be a "selfish, bad" person if you demand your own needs.

*Some people who appear to be tremendously successful in terms of money, social position, and the like may have very low self-esteem because they have not succeeded at something else which is very special to them — but unknown to the public.

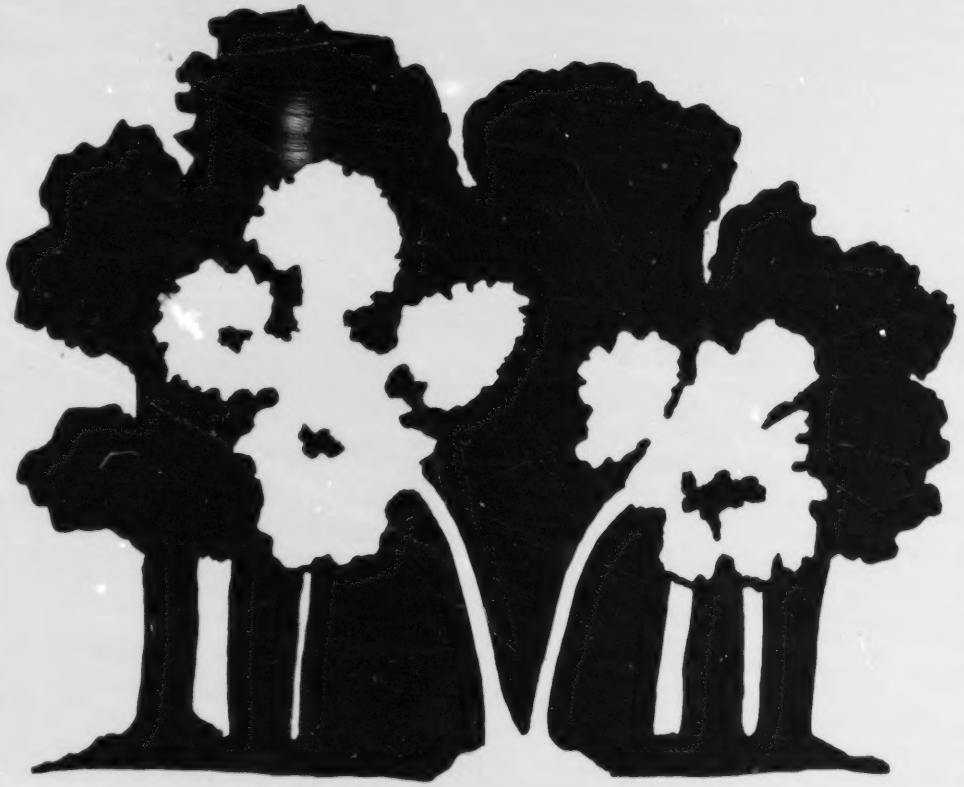
IT TAKES COURAGE . . .

It takes a lot of courage for a person to break out of low self-esteem. Even then, it is almost impossible for most to do so without the strong, loving help of someone else.

Some of the students in our schools have been beaten down since they were born — emotionally, physically, and intellectually. They have no inner strength with which to be courageous.

"I have come to a frightening conclusion: I am the decisive element in the classroom. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

—Haim Ginott, **TEACHER & CHILD**



When I see birches bent to left and right
Across the line of straighter darker trees,
I like to think some boy's been swinging them.
But swinging doesn't bend them down to stay.
Ice storms do that.
. . . Once they are bowed
So low for long, they never right themselves. . .

Robert Frost

Suggestions for Helping Students Feel More Important, More Confident, And More Worthwhile

A. Develop close, caring relationships with students

B. Help students to develop close relationships with each other

C. Help them to develop close relationships with their families

D. Involve them in significant decision-making

E. Assist them in meeting their physical needs

F. Help them to experience success.

A. Develop Close, Caring Relationships With Students

Students need close, caring relationships with teachers in order to feel more important, more confident, and more worthwhile.

Such relationships include:

- encounter
- honesty
- acceptance
- empathy
- respect for separateness
- cherishing
- trust
- being real

The discipline problem is not 'in' students or 'in' teachers. It lies 'in' broken relationships.

listen to me.
i
will
hear
you.

tell me the truth
and
i
will
not
lie.

trust me
and
i
will
fulfill
your
trust.

be kind to me
and
i
will
give
you
kindness.

expect good
and
i
will
try
to be
good.

accept me
and
i
will
let
you
into
my mind.

touch me
and
i
will
let
you
into
my heart.

CLOSE CARING RELATIONS WITH STUDENTS = HIGHER SELF-ESTEEM = FEWER DISCIPLINE PROBLEMS

Encounter

I am concentrating on you -
right here,
right now.

All of me is here.

I am not thinking about
what I did yesterday
or should do tomorrow.

I am thinking about you,
focusing on you,
absorbing what you alone are
saying and doing
here in the present.

I am not too busy for you -
particularly when I see the
pain in your eyes.

I think you are interesting
I think you are important.
I think you are worth my time and
attention.

But remember:
I cannot concentrate on you
all the time.
I have my own needs,
my own pressures,
my own responsibilities.

We will have special times together -
and they will sustain us
Through all else.

Honesty

I will be honest because I like you and I trust you.

I will be honest because I want you to interpret my messages correctly—to understand.

I will be honest because I need someone to listen to the "real me" and relieve the pressure of holding everything inside.

I will be honest so that you can be honest, and I can understand you.

I will be honest so that you will know where you stand with me and what changes would improve our relationship.

I will be honest so that we can resolve the problems which confront us.

I will be honest because it's too much trouble to be dishonest—always worrying that you will discover the truth and reject me for it.

I will be honest because I really can't do otherwise—even when my words lie, you will see the truth in my tones and in my eyes.

I will be honest so that I can respect myself for having the courage of my convictions.

I will be honest with you NOW—because every minute of delay drives me further inside myself and farther away from you.

I will be honest with you—but I will not tell you everything. I do not want to give away all my special secrets.

PLEASE: Do not use my honesty to hurt me or teach me a lesson. Do not tell me that my feelings are unimportant.

I place a special gift in your safe-keeping: ME. Treat it with great care.

Acceptance

I accept you.

I approve of you.

I am satisfied with who you are today—not merely with who you may be tomorrow.

You have a right to your uniqueness. I do not need to change you.

There is a constant quality within you that I like—even when it lies hidden beneath some of your actions.

You see. . . I like you, but not everything you do or say.

I can separate your actions from you, because I realize that you don't always do what you want to do—that you are not always aware and in control—that you are struggling to be happy in the best way you know—just as I am.

So, you can fall on your face, change your mind, get into trouble—and I will not laugh or condemn you.

I will not call you names like "failure" or "trouble-maker" or "hypocrite."

I will not pin labels on you like "dumb" or "lazy" or "bad."

Instead of making judgements about who you are, I will concentrate on how I feel about your actions.

I will not call you "bad," but I will tell you if I feel "bad" about what you have done.

In this way, you can know my limits and realize that you are lovable even though some of your actions are not.

But I must warn you: The more you hurt me, the harder it is for me to accept you.

I cannot be forever patient and tolerant. . . . .

I am human and need acceptance too.

Empathy

I want to climb into your world and look out through your eyes—feel your feelings—think your thoughts.

I want to understand you with my mind and my guts—not to change you.

I will listen very carefully to what you say and don't say—to your words and your tones—to your actions and the ways you move your body.

I will imagine myself as you—in this situation at this time—and what I would do in your place.

I will remember what I have done before and compare us.

But I will not forget that we are different and that—despite everything—my understanding of you may be wrong.

Respect For Separateness

You are different from me.

That's good.

My way is not the only way . . . though often this is hard for me to remember.

You see, I am afraid of your differences—afraid that I am wrong and will have to change to be like you, afraid that you will fail and be hurt as I have been hurt.

Help me to realize that I am not bad for being different, nor are you.

Help me to find the line between protection and repression.

Help me to respect and learn from your individuality—to enjoy your mysteries—to grow beside you as an equal and as a friend.

Cherishing

That time when you were so sick,
I thought of your being gone,
and I cried.
I remembered how you used to sit there looking up at me from the second row,
and I felt the tears running down over my smile.
I thought of how much I love you,
of how very special and precious you are to me.
I remembered all those crazy things
that make you who you are.
I remembered your pretty face resting there on your desk, and I cried.

Now you are well,
and we are both busy.
But I have not forgotten your sickness
or the depth of my feelings.
Today I will cherish you —
not for the fear of losing you
but for the joy of having you.

Trust

I trust you.
I want you to trust me.
I will not tell your secrets or use them against you.
I will not intentionally scare you with some unpleasant surprise.
I will not try to hurt you or defeat you.
I will not lie to you or manipulate you.
I will not try to force you to be someone you are not.
I will not ridicule your feelings or laugh at your mistakes.
Instead,
I will try to give you the
honesty,
acceptance,
and love,
you need in order to grow.
I will wear your trust as an honor and protect it always . . .
So
. . . pause
relax
. . . you are safe
with me.

Being Real

"What is REAL?" asked the Rabbit. "Is it having a stick-out handle or something inside you that buzzes?"

"Real isn't how you are made," said the Skin Horse. "It's a thing that happens to you. When a child loves you for a long, long time, not just to play with, but REALLY loves you, then you become Real." "Does it hurt?" asked the Rabbit. "Sometimes," said the Skin Horse, for he was always truthful. "When you are Real you don't mind being hurt." "Does it happen all at once, like being wound up," he asked, "or bit by bit?" "It doesn't happen all at once," said the Skin Horse. "You become. It takes a long time. That's why it doesn't often happen to people who break easily, or have sharp edges, or who have to be carefully kept. Generally, by the time you are Real, most of your hair has been loved off, and your eyes drop out and you get loose in the joints and very shabby. But these things don't matter at all, because once you are Real you can't be ugly, except to people who don't understand." "I suppose you are Real?" said the Rabbit. And then he wished he had not said it, for he thought the Skin Horse might be sensitive. But the Skin Horse only smiled. "The boy's uncle made me Real. That was a great many years ago, but once you are Real, you can't become unreal again. It lasts for always."

From **The Velveteen Rabbit,**
by Margery Williams

If

ENCOUNTER
HONESTY
ACCEPTANCE
EMPATHY
RESPECT FOR SEPARATENESS
CHERISHING
TRUST, AND
BEING REAL

ARE ASPECTS OF A CLOSE RELATIONSHIP,

THEN HOW CAN YOU BUILD SUCH A RELATIONSHIP WITH YOUR STUDENTS?

HOW TO IMPROVE RELATIONSHIPS WITH STUDENTS

ATTITUDES + COMMUNICATION = RELATIONSHIP

Your relationship with each student depends on:

- your attitude about yourself and the student

and

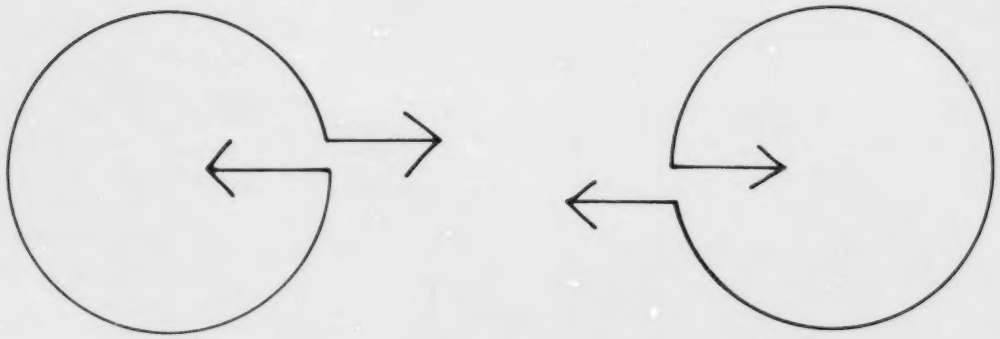
- the way you communicate with the student

If your attitudes about yourself and the student are positive,
and
if you communicate effectively with the student,
then
you will have a good chance of developing a close, warm, loving, and nurturing relationship with the student—one that helps both of you to grow, to learn, and to gain self-confidence.

On the other hand,
if you feel bad about yourself,
if you feel bad about the student,
or
if you communicate poorly, then
you will have an empty relationship with the student, one filled with fear, doubt, resentment, hurt, and frustration—one that stifles growth and may lead both of you to act destructively.

ATTITUDES

Attitudes are stronger than thoughts and much harder to change than facts.



You have certain attitudes about each one of your students and about yourself.

Each one of your students has certain attitudes about you and about himself/herself.

In large measure, these attitudes—whatever they are—control the quality of relationship which teachers experience with students.

Your Attitude About Yourself

How do you feel about yourself?

- Are you generally happy with yourself?
- Do you think people like you? Do they seem to want to be close to you?
- Do you have satisfying relationships at school? At home? Elsewhere?
- Whom do you trust? To whom can you really talk?
- Is life exciting and happy for you?
- What have you accomplished of which you are proud? What are your successes? Your failures? Which seem larger?
- What is there special about you?
- Do you think you're important? Does anyone else think so?
- How much control do you have over your life?
- Do you expect to reach at least some of your dreams?

"An adult can never educate beyond his own complexes."

From: **SCHOOLS WITHOUT FAILURE,** by Willian Glasser

BETTER ATTITUDE ABOUT SELF = **BETTER RELATIONSHIP WITH STUDENTS** = **HIGHER SELF-ESTEEM** = **FEWER DISCIPLINE PROBLEMS**

Answers to these questions are very important, since feelings about oneself greatly determine one's behavior which, in turn, greatly influences the attitudes and behavior of students.

> The way the evidence points is that each teacher needs to view himself with respect, liking, and acceptance. When teachers have essentially favorable attitudes toward themselves, they are in a much better position to build positive and realistic self-concepts of their students.

You can only give what you have. You can only assure if you feel assured; strengthen, if you feel strong; motivate if you feel motivated; love if you feel loved.

You may not be aware of it or want to admit it, but negative attitudes toward yourself will be communicated to your students. It might be indicated through something you say or do—a bit of sarcasm, a sour mood, a negative tone in your voice, the way you place your body, or in something you fail to do, such as recognize a subtle request for help.

Students will sense your feelings but will probably not understand them. So they may easily interpret your actions as a rejection of them, thereby increasing their self-doubt, and promoting them to act colder and more cruel toward you. . . thereby, of course, increasing your own self-doubt.

Some Ideas For Improving Your Own Self-Image

1. Write down the ways in which you feel strong

Look for your strengths and joys. Think of the things you do well, the things of which you're proud. Think of what you've overcome or done better than you thought you could. Think of something important that is different because of you. Think of those moments you've felt best about yourself.

Get a friend to help you identify your strengths and weaknesses—someone you can trust to honor your feelings and treat them gently, someone who will listen and concentrate on you. Getting this help may be difficult, particularly if one of the reasons you are down on yourself is that you don't have any close relationships. If there is no one close enough to help you, or if they are too close, you may be able to find someone you don't know well personally but whom you can trust, perhaps a professional or even a casual acquaintance.

2. Write down the ways in which you feel weak

Where are the sore spots? The things that tell you that you're bad? That your dreams are nothing? That your plans will fail? The things that remind you of what you cannot accept about yourself and can hardly bear to think about?

Identifying your specific doubts and fears can be very difficult for several reasons:

- First, they're so painful that you keep pushing them deeper and deeper inside, hoping they'll go away.
- Second, they start poisoning all the rest of your life—so much that you come to believe that everything is wrong and everyone is against you.

But there are some things you can do to identify your weak areas:

- *Notice any inappropriate reactions.*
  "Why did I get so mad?"
  "I didn't mean to say that."
  "I shouldn't feel this way."
- *Examine all the feelings involved.*
  Sometimes you say: "I'm mad, really mad—that's it— it's final—there's nothing else to say about. . . " But it turns out that you're really covering up some other feelings such as hurt, embarrasment, or rejection.
- *Identify the circumstances under which these reactions occur.*
  What usually happens just before? Just afterward? Are the same people usually involved (or same types of people)?
- *Look for a pattern.* I usually feel X in Y kinds of situations because of Z.

3. Make a written plan for increasing your strengths and decreasing your weaknesses

A. *Consider all the possible alternatives.*
You might consider wearing something different, having a long talk with a certain person, even skipping off to South America—whatever you feel might help you to feel stronger and to get over the insecurities and doubts you feel.

B. *Choose the best alternative(s).*
Based on (1) what you want, (2) what you're willing to do, and (3) what will work, select the best alternative. No matter how small it is, any alternative that you can support and which has a reasonable chance of success means progress.

C. *Implement the decision and stick to it.*
This is what William Glasser calls "discipline." As everyone knows, it's much easier to say something than to do it.

D. *Evaluate your progress and make any needed changes.*
You should be able to judge the relative success or failure of any alternative you carry out. Results may not come quickly, so a plan should not be changed too soon. But if you discover in the course of your efforts that you have mis-defined the problem or chosen an unworkable alternative, don't be afraid to try something else.

Your Attitudes About Your Students

What are your attitudes?

Which students do you like best? Which, if any, do you dislike?

Which students do you fear? Which do you respect?

Who among them do you expect to succeed? To fail?

Which ones do you expect to cause trouble?

What do you want from each student? Which students are more important to you than others?

How do you feel about the abilities, interests, and aspirations of girls? Boys? Blacks? Whites?

How do you feel about students of different nationalities? Different religions?

The answers to these questions are very important, since your expectations and attitudes about your students greatly affect their behavior.

> "The almost unavoidable conclusion is that the teacher's attitude and opinions regarding his students have a significant influence on their success in school. In other words, when a teacher believes his students can achieve, the students appear to be more successful; when the teacher believes the students cannot achieve, then it influences their performance negatively."[10]

In their book, PYGMALION IN THE CLASSROOM, Robert Rosenthal and Lenore Jackson report on their experiment in which a group of elementary school children were labeled "gifted," when in fact these students were randomly selected. Some were below average, some were average, and some above average. Eight months later these "magic" children showed significantly greater gains in IQ than did the remaining children who had not been singled out for the teachers' attention. The change in the teachers' expectations regarding the intellectual performance of these allegedly special children led to an actual change in their performance.[11]

If you believe that students are unique, important human beings, worthy of respect and love, then you will communicate these feelings to your students, helping them believe these same things about themselves, and, in turn, helping them achieve better relationships and more success. But, if you believe that your students are failures, unimportant, not deserving of your love and respect, then they will sense your attitudes and feel worse about themselves, making it more likely that they will fail and confirm the original negative image.

BETTER ATTITUDE ABOUT STUDENTS = **BETTER RELATIONSHIPS WITH STUDENTS** **HIGHER SELF-ESTEEM** = **FEWER DISCIPLINE PROBLEMS**

Expectations are also harmful if they are unrealistically high. Standards of this type are usually imposed by people who want a second chance through another person. Faced with such expectations, the student struggles for something he/she cannot attain, for even when the person reaches one plateau, the pinnacle is still out of reach. Faced with continuing pressure and fear of failure, the student either withdraws, strikes out against the pressure, or pushes onward—building resentment against those who expected too much.

Ideas For Improving Your Attitudes About Your Students

1. **Realize and accept your true feelings.**

   It may be difficult to recognize and admit any negative feelings you may have about some of your students, especially since one of the traditional "unwritten rules" has been that "everybody should like everybody" and particularly that teachers should like their students.

   The fact remains that you will like some of your students more than others, expect more from some than others. You wouldn't be human if you didn't have feelings. Your attitudes about your students were shaped by the experiences you have had and the social lessons you have learned—in addition to your actual experiences with each of them.

   So, the most effective first step is to admit that you do have feelings, preferences, prejudices, stereotypes, labels, and all the rest—and try to identify what they are.

2. **Get to know your students.**

   William Glasser points out that understanding a child's past is not nearly so important as understanding his/her present.

   "The belief that a child cannot be helped until we understand his past is wrong."
   Glasser[12]

   The kind of world the student lives in now determines how the student feels and acts now. Try to find out what kind of world this is through your day-to-day encounters, conferences, and observations. Look for each student's likes, dislikes, fears, dreams, prejudices, doubts, and successes. What kind of home situation does each student have? Who are his/her friends? What does the student do for fun? What are his/her persistently serious thoughts?

3. **Empathize with your students.**

   Look for similarities between you and the student. Have you ever acted in the same manner? Looked the same way? Talked the same way? Have you ever faced a similar situation? Have you ever had the same fantasies or dreams? The same fears? The same doubts? Remember: Total empathy is not possible. No matter how hard one tries, complete understanding of students is impossible. Always they will be different from you.

   Nevertheless, the teacher's responsibility at all times is that of trying to sense, as much as possible, the particular points of view of students.

4. **Find something positive about each student.**

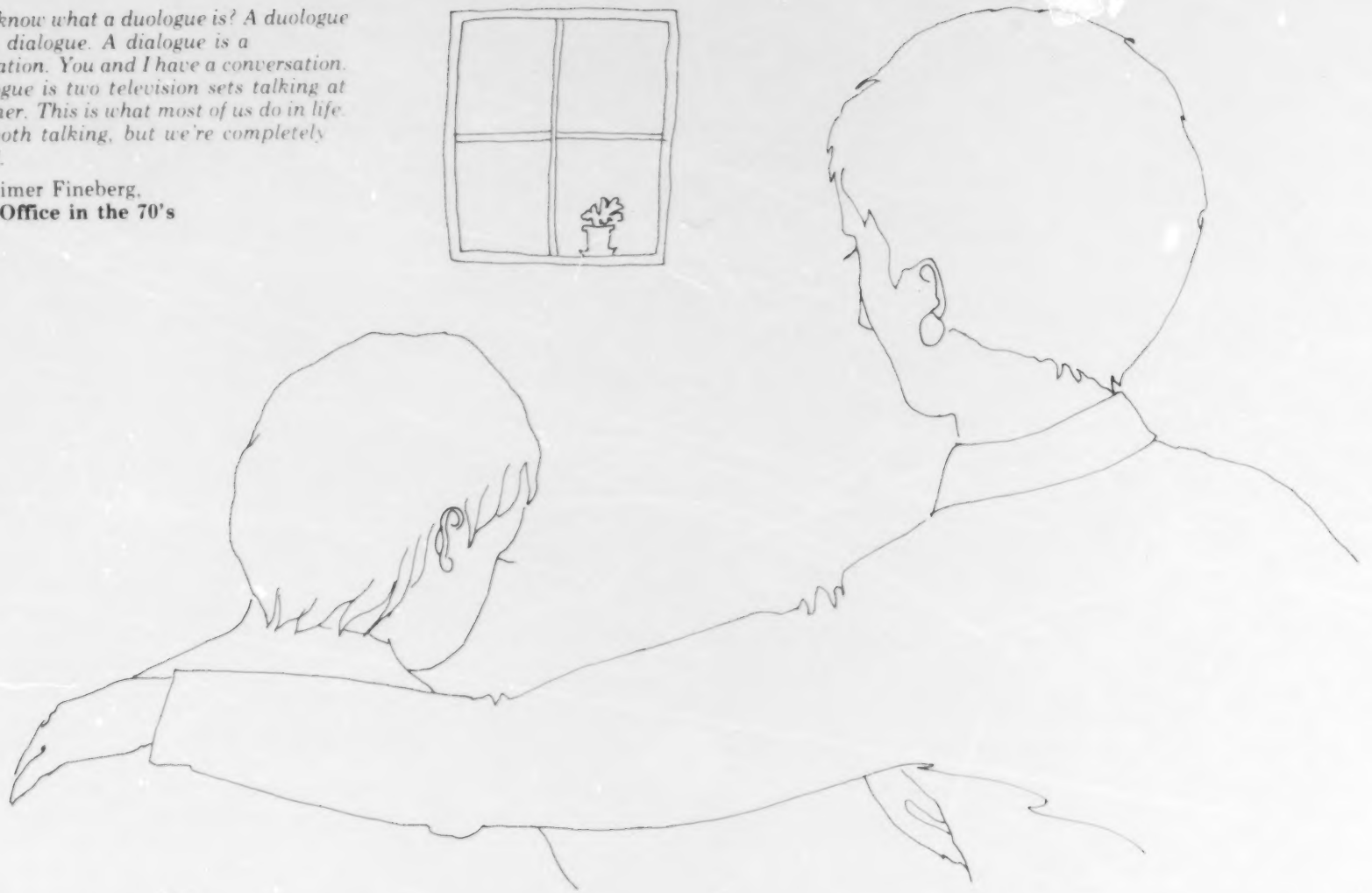
   What do you like best about the student? Neatness? Originality? Dress? Achievement? Treatment of others? Every student has something good about him/her.

5. **Do something positive for each student.**

   By doing something special and positive for a person, one is more likely to feel positive about this person. It is a natural tendency to fight dissonance in order to remain consistent. Therefore, if you do something for a student that says "I care about you," your attitudes are likely to become compatible with your actions.

Do you know what a duologue is? A duologue is not a dialogue. A dialogue is a conversation. You and I have a conversation. A duologue is two television sets talking at each other. This is what most of us do in life. We're both talking, but we're completely isolated.

Mortimer Fineberg,
The Office in the 70's



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We have just discussed one way of improving your relationship with your students:

1) Improving your attitude about yourself and the student.

Now, let's talk about a second important way:

2) Improving your communication.

COMMUNICATION

Now that positive attitudes, the first aspect of a close relationship have been discussed, let's consider an equally important aspect, effective communication.

Communication is the entire flow of messages between people. When communication is effective, the flow is open and direct; messages are honest and consistent, and they are understood at both the head level and the gut level. There is as much or more listening as talking, and body language is as important as words. Effective communication brings people together, allowing them to discover each other, to learn from each other, to help each other.

How well do you communicate now?

- Do you say what you want to say?
- Do people understand what you mean?
- Are your actions and body language consistent with your words?
- Do other people seem to open up to you and communicate freely

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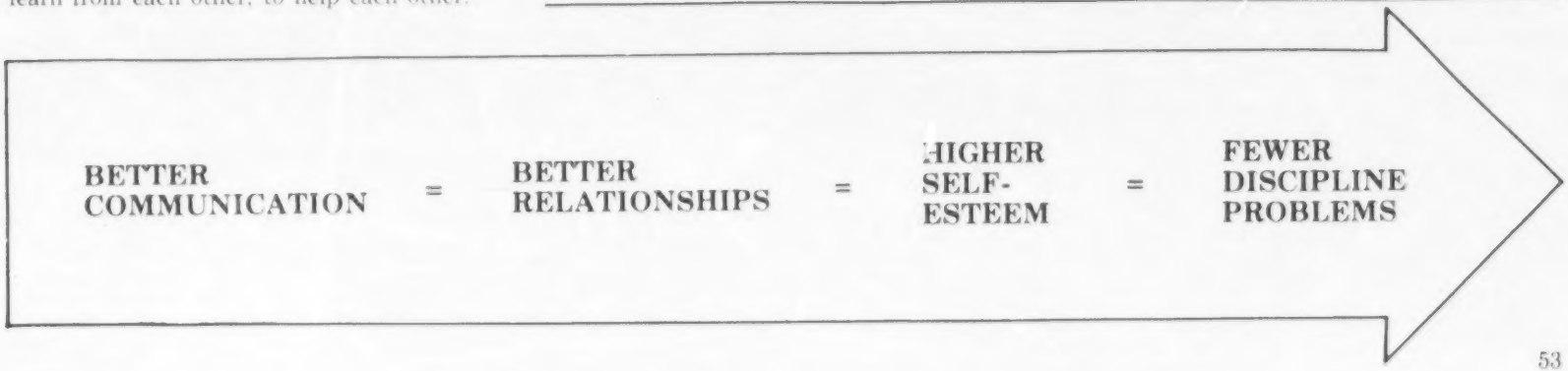
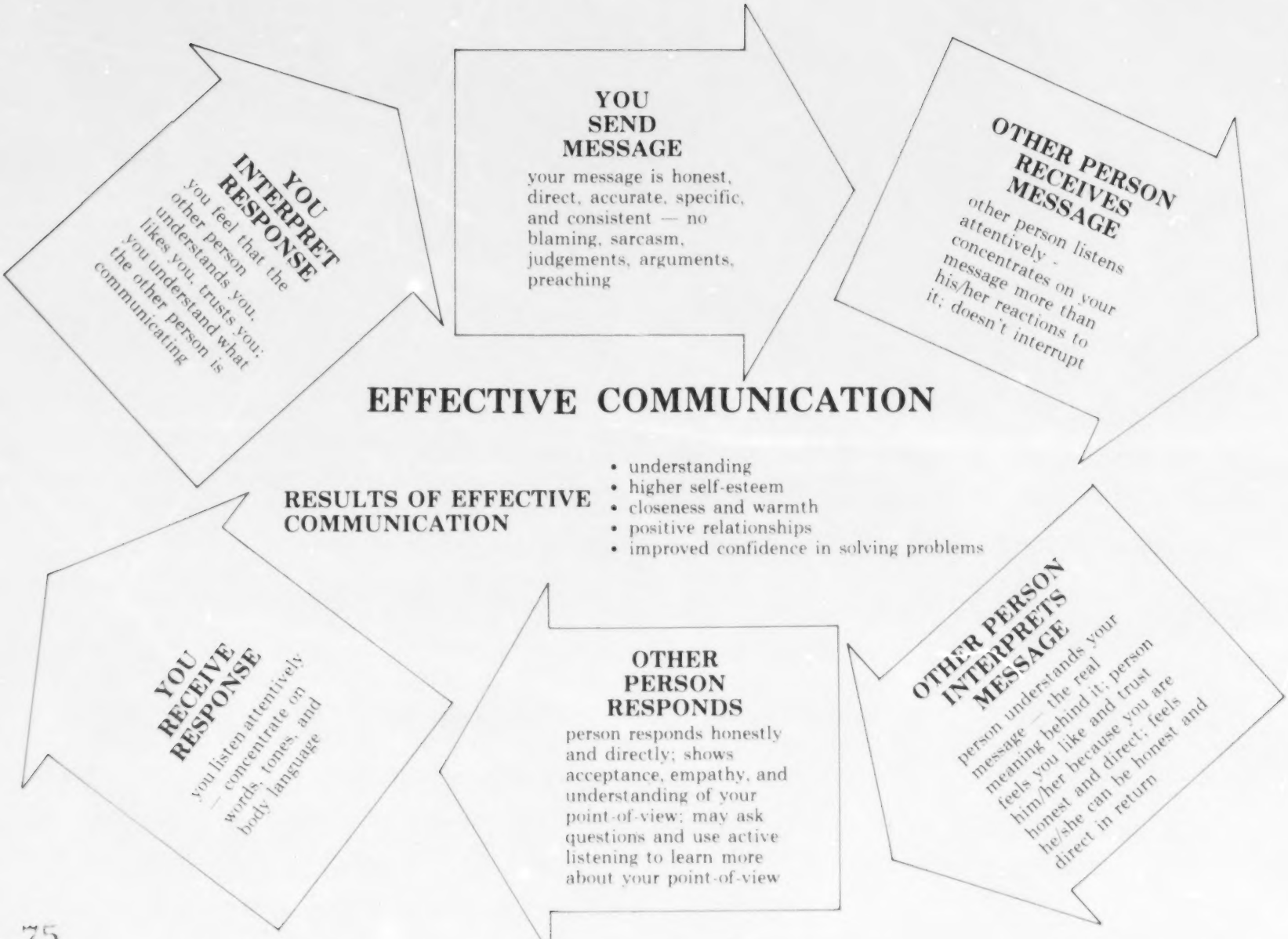
THE COMMUNICATION PROCESS IS A CYCLE OF SENDING, RECEIVING, AND INTERPRETING MESSAGES. IN THIS PROCESS, THERE ARE SIX REPEATING STEPS, WITH EACH STEP BEING SHAPED BY THE PRECEDING ONE.




YOU SEND MESSAGE
your message is honest, direct, accurate, specific, and consistent — no blaming, sarcasm, judgements, arguments, preaching
OTHER PERSON RECEIVES MESSAGE
other person listens attentively - concentrates on your message more than his/her reactions to it; doesn't interrupt
OTHER PERSON INTERPRETS MESSAGE
person understands your message — the real meaning behind it; person feels you like and trust him/her because you are honest and direct; feels he/she can be honest and direct in return
OTHER PERSON RESPONDS
person responds honestly and directly; shows acceptance, empathy, and understanding of your point-of-view; may ask questions and use active listening to learn more about your point-of-view
YOU RECEIVE RESPONSE
you listen attentively — concentrate on words, tones, and body language
YOU INTERPRET RESPONSE
you feel that the other person understands you, trusts you; likes you, understand what you understand what the other person is communicating

EFFECTIVE COMMUNICATION

RESULTS OF EFFECTIVE COMMUNICATION

- understanding
- higher self-esteem
- closeness and warmth
- positive relationships
- improved confidence in solving problems

YOU SEND MESSAGE
your message is dishonest, indirect, unclear, incomplete, inconsistent; message may be in form of blaming, ordering, suggesting, giving logical arguments, or preaching
OTHER PERSON RECEIVES MESSAGE
person is usually not listening; too absorbed in feeling defensive
OTHER PERSON INTERPRETS MESSAGE
person feels you do not understand; that you don't like and want to hurt him/her
OTHER PERSON RESPONDS
person sends back a message similar to the one you sent; may send back a double-message, pretending not to be upset by your message even though untrue; person may choose to send a message by not responding
YOU RECEIVE RESPONSE
you're not listening to other person, but thinking about your own feelings and how you're going to respond
YOU INTERPRET RESPONSE
you had already decided what person meant before you heard it; you usually feel that person doesn't like you and can't be trusted; you interpret response as a put-down

INEFFECTIVE COMMUNICATION

Results of INEFFECTIVE COMMUNICATION:

- less understanding
- lower possiblities of resolving any problems between the speakers
- lower self-esteem
- more coldness and distance
- relationships uncertain

We Communicate Verbally and Non-Verbally

Verbal Messages

Verbal messages are expressed in three general ways:

1. Words

The words you use and the way you put these words together greatly influence the degree to which the listener understands your message and how he/she responds to it. Listed below are some ideas for using words more effectively.

- **Organize what you're going to say;** before you start, decide what information you want to convey and the influence you want it to have; then, decide what facts or ideas you will use to reach this goal and the order in which you will present them; finally, decide how you will summarize and end your statement.
- **Be specific;** avoid generalities; stick to the point.
- **Use examples;** they convey more than general ideas; particularly effective examples are ones with which the listener can identify—experiences he/she has had, common concerns; avoid examples which are not completely related to the idea you are trying to illustrate; otherwise, the impact of the example will be diluted and your meaning will be confused.
- **Don't waste words;** say only what you need to say; the fewer the words, the greater impact they have; people turn off a windy speaker or someone who keeps repeating the same thought over and over.
- **Use vocabulary that the listeners will understand;** if your words are too complex or too different from those in the listener's culture, then the listener will not understand you and may even interpret your choice of words as a deliberate put-down.
- **Only use vocabulary with which you are comfortable;** people get really turned off to someone who tries to use words they don't understand and can't use in a comfortable way; this is particularly true when an older person tries to be "hip" and, in turn, sounds "fakey."
- **Avoid words whose meaning can be easily misinterpreted;** for example, the word "freedom" means many different things to many different people. "Freedom for students" can be interpreted as anarchy by some people and as student involvement by others. In this kind of situation, misunderstanding and emotional conflict can be minimized by using other, less volatile words to explain the same idea.
- **Speak slowly and distinctly;** you may have something very important to say and know how to say it; but if you rush your words or mumble, no one is going to understand or appreciate your message.

2. Tones

You send messages not only through your choice of words, but also through your tones and inflections. Your pitch, your pauses, the rise or fall of your voice on certain words, your loudness or softness—all indicate a great deal about your true feelings.

- Often your tones say much more about your real attitudes than your words. People sense this and often are more influenced by the way you way something than by what you say.
- The same sentence can have completely different meanings with different tones are used. For example, "Oh, you're the new student." When this is said in a low, monotone, the new student might easily feel rejected by the speaker. But if the speaker's tone of voice rises on the words "Oh" and "student," then the new student is likely to feel accepted and welcomed by the speaker.
- For the most part, tones are governed by attitudes. In order to show more warmness in your tones, you need to feel warmer toward the person in question. But sometimes, you may be using a certain tone of voice and not realize it. Try to listen to how you say things and notice the reactions of those who here you. When they seem to pull away from you or attack you, notice the words you just used and the tone in which you said them. Then stop, take a deep breath, and try saying it another way. The results might surprise you.

3. Silence

A third type of verbal message, as paradoxical as it may seem, is silence. Not saying anything can be more powerful than thousands of words. For example:

- Silence is an extremely effective way of encouraging other people to talk. Such

passive listening can communicate that you are interested in what the other person is saying; although remaining silent for too long and not looking at the speaker can indicate to the speaker that you aren't paying attention.

- After someone makes a dramatic point, silence may allow you and the speaker to hear and absorb the full impact of the statement. By not immediately responding, you give the speaker an opportunity to hear himself/herself and perhaps re-evaluate his/her previous statement. You also give yourself the opportunity to understand more fully what the speaker is trying to say.

A person might be silent because he/she is:

- is shy, self-conscious, or insecure
- prefers to listen and learn
- wants to withdraw and hide
- feels resentful
- has nothing to say at the moment
- feels sick or depressed
- is thinking about something else
- or for many other reasons.

Understanding the causes and power of silence can be a tremendous asset.

Non-Verbal Communication[13]

There are at least four general types of non-verbal messages:

1. Directive Actions

These are the actions you consciously take every day.

Students will be much more influenced by what you do than by what you say. They will lose respect for you if you say one thing and do another, promise something and do not deliver.

Model the behavior you want students to have. If you want them to be courteous, be courteous to them. If you want them to compromise with others, then compromise with them. If you want them to be excited about the subject matter, you must be excited about it.

2. Closeness

Your degree of physical closeness to your students can be comforting, or it can be threatening.

Being too far away from someone often indicates distance, coldness, and rejection.

Being too close violates the invisible space that each person needs around him/her in order to feel secure.

Therefore, the idea is to be close enough to give warmth and support, without threatening the person, thereby leading him/her to withdraw or strike out at you. This is true whether the student is being praised or admonished.

3. Touching

Like closeness, touching can be threatening or it can be a beautiful way to convey warmth and support.

Many people are afraid of touching, primarily because certain strict unwritten rules have evolved about who may touch whom and under what conditions. For example, according to these rules:

- Except for handshakes or special occasions, such as athletic victories, men should not touch other men. This rule, of course, blocks men from showing their warmth and support for each other by hugging, putting their arm over another's shoulder, and the like.
- Women must also be careful about how they touch other women; but, unlike men, they are allowed to cry on other women's shoulder, hug her with warmth and joy, and the like.
- Men and women who are not intimately and sexually involved should not touch each other, except perhaps through a handshake. Again, this rule blocks people from expressing joy, hurt, need, closeness, warmth, and tenderness by touching someone else.

But touching can be such a beautiful way to show another person that you care. Touching can express love with more intensity and richness than words can ever do.

As a teacher, you can use this power to help your students feel important and very special. With a touch on the shoulder or a hug, you can express the kind of warmth and support your students may be craving, but cannot ask for.

"When I was a little boy, I was loved so much and held so much. I don't think my feet hit the ground until I was seven years old.

Duke Ellington

THAT TIME
YOU
CAME BY
AND
TOUCHED ME
ON THE SHOULDER . . . .
IT
FELT
SO GOOD

4. Body language

Your body continually conveys messages whether you are saying anything or not. The way you sit, stand, walk, wrinkle your forehead, turn your eyes, hold your mouth, use your hands, and many other movements speak a language of their own.[1]

As in the case of verbal ones, body movements reflect your true attitudes and feelings. Other people recognize these messages and use them to interpret your meanings, much more than they use your words.

It is important for you to be able to recognize the body messages that others send you as well as the messages you send to them. BUT, REMEMBER: Just because a person sits in a certain way or holds his/her hands in a certain way or gives you some other body message, does not mean that you can judge the person's true feelings **solely** on the basis of these clues. They are only clues which should be considered with other factors, such as the person's verbal messages, and your past experience with him/her.

Some common examples of body language are illustrated here.

Double Messages

A double message happens when you say one thing with your words and another with your body. For example:

You have been working with a student for 30 minutes on a certain type of problem, but the student still can't do it. You're feeling more and more frustrated by his/her failure and by the other things you should have done during this time.

So when the student brings his/her paper up to you, your words say:

"You're doing better, Sarah";

but your eyes are looking away; your face is tired and drawn; you're resting your forehead in your hand; you're tapping your foot underneath the desk; and you sigh when you speak.

It's no surprise that the student realizes your frustration with him/her and feels rejected. In fact, he/she feels even more angry and rejected since he/she knows you lied to him.

Do not smile when you have bad news to carry.

Suggestions For Improving Communication

1. **Improve your attitudes.**
   If you feel positive about yourself and your students, you will be much more likely to express yourself effectively and to listen more accurately to others.

2. **Avoid distractions.**
   Of course, you can't always pick the "perfect" time and place. However, for sharing deep feelings, for problem-solving, and for conveying the idea that a person is special, it is best to find a quiet place and a time when you can concentrate.

   Fatigue, hunger, the need to urinate, feeling cold or hot or cramped, anxiousness to leave, outside pressures, and the like can interfere greatly with the communication process.

   In fairness to the student, one should not delve into significant sharing of feelings or problem-solving unless one has the time, energy, and concentration to follow it through.

3. **Express yourself honestly, directly, and without judgment.**
   Dr. Thomas Gordon (*Teacher Effectiveness Training*) offers an effective way to be honest and direct without making the judgments. He calls such communication an "I Message." For example, consider the difference between an "I" message and a "you" message:

   You Message: "You're so inconsiderate."

   I Message: "When you come into class late, it interrupts what I'm trying to do and frustrates me."

   Instead of making a judgment about the entire person, an "I" message focuses on the specific behavior in question and its specific effect on you.

   There are three parts to an "I" message:

   - **the feeling generated within the teacher because of this behavior;** for example:
     "I get very worried . . ."
     "I become very frustrated . . ."
     "I'm concerned . . ."
   - **the behavior which is causing the problem;** this description usually begins with the word "when" and factually describes the problem behavior; for example:
     "I get very worried *when students run in the hall . . .*"
     "I become very frustrated *when students call out in class . . .*"
     "I'm concerned *when Jan and David fight . . .*"
   - **tangible, concrete effect that this behavior** has on the teacher or others; for example:
     "I get very worried when students run in the hall *because I as well as others may get knocked down and hurt.*"
     "I become very frustrated when students call out in class *because it interrupts the lesson and makes it difficult to continue smoothly.*"
     "I'm concerned when Jan and David fight *because I'm responsible for students' health and safety in my class.*"

   "I" messages are extremely important since:

   - They have a high probability of promoting desirable change.
   - They contain very little negative evaluation of the student as a person.
   - They do not injure the relationship between student and teacher; and hopefully, in the long run, will improve their relationship.

4. **Improve your listening ability.**
   Dr. Gordon (TET) also offers some important suggestions about listening. He calls the best type "active listening."

"Active listening" is a process for decoding the messages that a person sends. Simply, when a student makes a certain statement, the teacher goes through a decoding process as to the real meaning behind the statement. This meaning is derived from what is said, the tone of voice, and the nonverbal clues of the sender. For example, a student may say, "Are we going to have a test real soon?" Then you, as the teacher, might feel that the student is worried about having a test; the student wants a test; or the student forgot that the test is next week. You express your impression back to the student, trying to reflect as accurately as possible the message you received. In this case, you might say, "You are worried about an exam soon?" Hearing your feedback, the student might say "That's right." The student will now know you heard and understood him/her, and you know the same.

5. Avoid communication roadblocks.

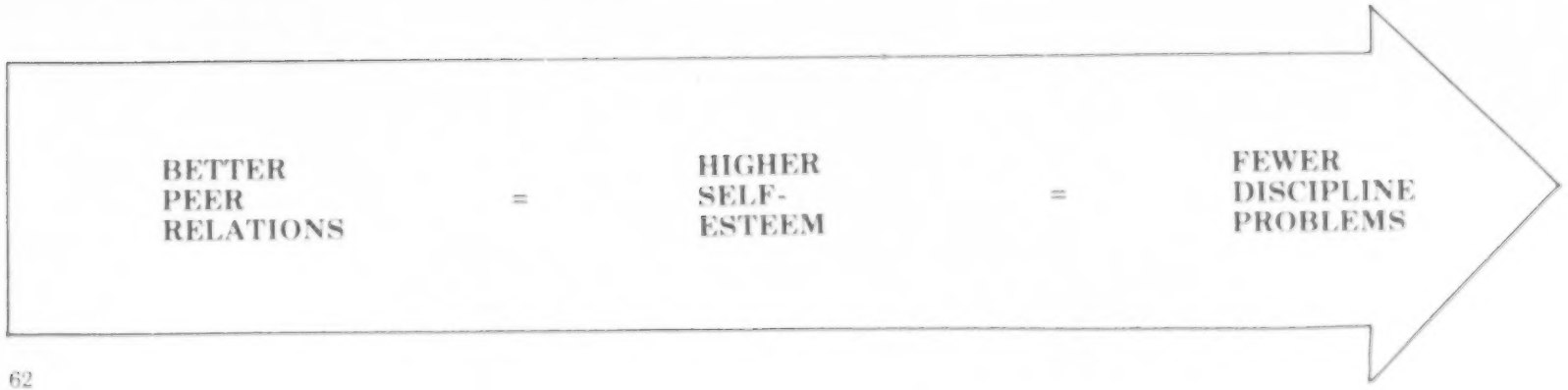
Dr. Gordon (TET) describes twelve types of messages which hinder effective communication:

- **Ordering, Commanding, Directing** — tells students they are unimportant; produces fear, resentment; shows lack of trust
- **Warning, Threatening** — same as ordering, but adds consequence if person doesn't follow order; also breeds fear and resentment
- **Moralizing, Preaching, Giving "Should's" and "Ought's"** — conveys lack of trust; uses guilt and fear of authority
- **Advising, Offering Solutions or Suggestions** — conveys lack of confidence in problem-solving ability of students; can breed dependence; student may not be ready to look for a solution yet; can make students feel even more rebellious and less understood.
- **Teaching, Lecturing, Giving Logical Arguments** — may be appropriate at certain times, but not at others; can foster feelings of inferiority; often evokes defensiveness; rejection of one "lecture" can lead student to reject all your other messages
- **Judging, Criticizing, Disagreeing, Blaming** — makes students feel stupid and inadequate more than any other type of message; breeds anger; leads student to hide feelings or to strike out
- **Praising, Agreeing, Giving Positive Evaluations** — praise is not always beneficial; student may feel that you are using praise to manipulate; can be seen as another form of judging — that if you judge me good today, you'll just as easily judge me as bad tomorrow; can be embarrassing in public or at expense of others
- **Name-calling, Stereotyping** — devastates self-concept
- **Interpreting, Analyzing, Diagnosing** — tells students you have them "figured out," that you think you are wiser than they are; can discourage students from sharing themselves
- **Reassuring, Sympathizing, Consoling, Supporting** — can convince students that you don't understand, that you want them to stop feeling the way they feel; can breed hostility
- **Questioning, Probing, Interrogating, Cross-examining** — can convey doubt or suspicion; can be seen as your attempt to entrap, particularly when students do not understand why you are asking the questions; can block students from talking about what they want to talk about, particularly in a problem-solving situation
- **Withdrawing, Distracting, Being Sarcastic, Humoring, Diverting** — says that you are not interested in students, don't respect their feelings, and may want to reject them.

B. Helping Students Improve Their Relationships With Each Other

It is very important that students have close, honest relationships with each other. Peer acceptance is one of the most powerful influences throughout life.

You	*You*
are	*are*
different	*like*
from me	*me*
that's good	*that's good*
we	*we*
have	*can*
two worlds	*live together*
to talk about	



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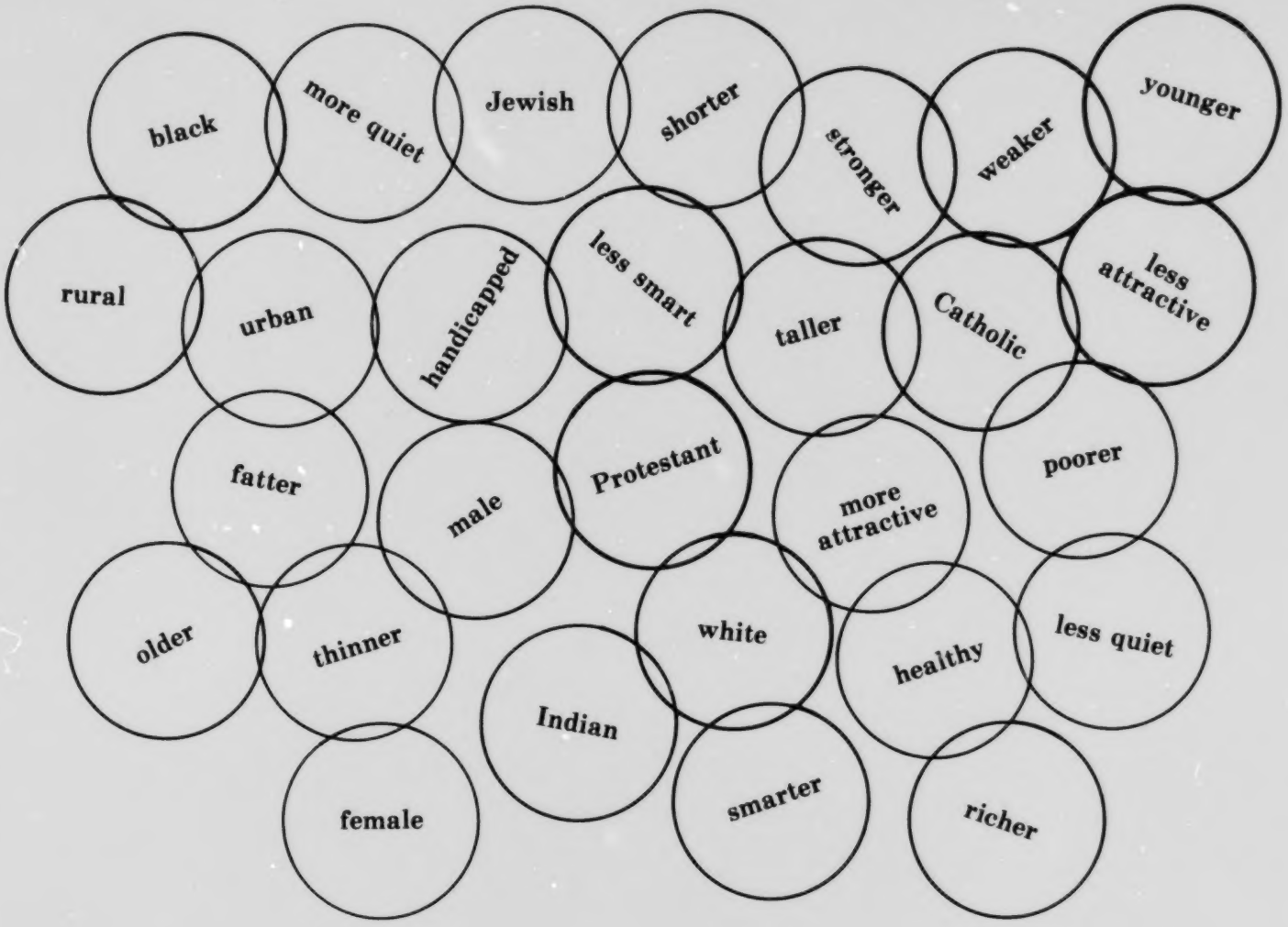


What kinds of relationships exist among students at your school?

Suggestions For Helping Students Develop Closer Relationships With Each Other

1. **Model the behavior you want to promote.**
   By developing closer relationships with your students, you can encourage them to develop closer relationships with each other.

2. **Provide opportunities and encouragement for students to share their personal feelings and experiences;**
   for example:

   a. "show and tell"

   b. role-playing; e.g., a constructive argument vs. a destructive one; family decision-making or confrontation; teacher/student situation; what you would do if you were king/queen for a day.

   c. exercises and games; e.g., write a want-ad to buy a friend or sell yourself; write your own epitaph; draw yourself as a food; make a list of the things you'd like to learn; list three qualities you like in other people; list three things you like about yourself, dislike.

   d. open-ended meetings.
   In his book, **Schools Without Failure**, William Glasser offers some thoughts on conducting open-ended meetings:[18]

- These meetings are the corner stone to relevant education.
- The teacher should not be looking for specific answers, but should attempt to explore all avenues to a particular topic.
- These topics should be of the type to require answers where critical thinking and relevance is the desired goal.
- The discussion of each topic should include three aspects (not necessarily in any order): **challenge** the students to think, **define** various aspects of the discussion (terms, ideas), and **personalize** the discussion for each student as much as possible.
- Discussions should begin by the teacher presenting the topic, by asking a question possibly a "what if" type. Example: What would you do if you had a thousand dollars? This begins the discussion in which all students freely participate.
- Creative writing topics are good possibilities for discussion.
- **Be non-judgmental**. Don't moralize, threaten or say "that's right . . ." "that's wrong . . ." "I don't agree" etc. . . There are no wrong answers at this type of meeting. Tell students to tell you if you judge.
- Hold the meetings with all participants, including the teacher, sitting in a circle.
- Show warmth and enthusiasm. Let class know you're involved.
- In the first meeting, and as long as necessary, be directive. Children want to meet with someone who knows what he/she is doing. This provides security. Provide support, and protection for the threatened child or group.
- Set ground rules early and as needed (raise hands, speak loud enough for all to hear, disagree agreeably, listen to others, give others a chance to share, and establish length of meeting [10 minutes for younger children, grades K-2, up to 30 minutes for older students, grades 3-12]).

e. try the "Magic Circle"[19]

The Magic Circle is a program designed by the Human Development Institute to help elementary school children increase their personal effectiveness, self-confidence, and understanding of interpersonal relationships. The program is based on the premise that every individual has worth, a need for acceptance and affection, and the will to determine one's own destiny. It provides a systematic plan for acquiring skills in personal growth.

In the circle sessions an atmosphere of acceptance, empathy, and understanding prevails. The teacher usually acts as group leader, and no more than 12 students should participate at a time. Everyone, including the leader, sits in a circle and is encouraged to share feelings and observe and emphathize with other members of the group. Sessions should last from 10-30 minutes, preferably 20 minutes. The sessions should be conducted at the same time each day, preferably early in the school day. No child should be forced to remain in the circle if he/she wishes to leave.

Sample Topics for Discussion

"A Person Who Makes Me Feel Good"

"Something That Makes Me Feel Bad"

"How Do You Feel When You've Done Something to Help Someone"

"How Do You Feel When You've Done Something Bad"

"Something I Wish For"

Circle Rules

Each person who wants a turn to talk may have one.

Everyone who talks will be listened to and not interrupted.

There will be no "put-downs," ridicule, or criticism of anything said.

Each person will stay in place during the circle.

Each person will be encouraged to talk but not forced if they do not wish to.

The Teacher's Role in Magic Circle

(Teachers who would like to try Magic Circle in their classroom should read the manual, *Methods in Human Development: Theory Manual* and the *Activity Guide* which corresponds to their grade level. Workshops explaining the program are available through the Human Relations Division, State Department of Public Instruction.)

When leading the group describe the task, "I'm going to ask a question that only you know the answer to. Everyone will have a chance to answer. You don't have to say anything if you don't want to." The teacher should then ask who would like to go first, and, if there are no volunteers, the teacher can react to the task first. If silence occurs, wait patiently. It takes time to verbalize feelings.

Model accepting, nonjudgmental behavior. Focus on feelings, and deal with them seriously and respectfully. Listen reflectively. Ask open-ended questions and avoid asking "why?" Children seldom know how to express the why. Point out important interactions between children.

Summarize each session at its conclusion. Ask the children what they learned.

Teachers should have the following characteristics before attempting this discipline alternative:

1. A genuine sensitivity to people's feelings and a concern about their welfare
2. Diplomacy, tact, and patience
3. A desire to help student achieve greater personal growth
4. Ability to be nonjudgmental and a knowledge of "active listening" skills

CAUTION: The Magic Circle is not therapy, and the leader should not try to be a therapist. Use your common sense and personal judgment about things that should not be discussed in a classroom. If you sense that a child is having serious personal problems, help him/her get professional help.

3. Seek to eliminate prejudices and stereotypes
(sexual, racial, religious, cultural).

a. eliminate biases in athletics, counseling, instructional materials, language, humor, and classroom treatment. Provide equal opportunity and encourage students to take advantage of these opportunities, particularly those who have been discriminated against in the past.

b. try the "Green Circle" program:[20]

Green Circle is an educational program that helps elementary school children to develop self-respect and a better understanding of differences and similarities among people.

The circle starts with the individual and grow to include family, friends, citizens in the community, the nation, and the world.

This is how the program works:

1st Week — Flannel Board presentation explaining green Circle

2nd Week — "World-sized" circle; discussion about Sweden and the Swahili language

3rd Week — "World-sized and U.S.-sized" circles; discussion of racial prejudices; presentation of **Why People Are Different** by Julian May; look at ethno-linguistic map of China; introduction of scrapbook project.

4th Week — Beginning of movement from large circle to "me" circle; presentation of **The Speeches and Other Stories** by Dr. Seuss; class definition of prejudice and discussion of how it continues; discussion of **The Blue Seed**, by Rieko Nakagawa. Have each child write on a piece of paper the name of the person he/she most dislikes; then have each student list five nice things about that person; and then destroy the paper.

5th Week — Singing of a song written jointly by the children; discussion of prejudice and hostility at their school; working on a project, such as a scrapbook on different types of people.

6th Week — Assemblies of the "People Garden"; discussion of children's families, dreams, and aspirations; and who they most admire.

4. Eliminate harmful and unnecessary competition.

a. Athletics

Athletic competition can be fun and exciting. It can build self-confidence and personal relationships.

But when there is too much emphasis on winning and high ability, athletic competition can be a frightening experience that destroys confidence and peer relationships. Severe problems can arise when the "good" players are dramatically rewarded, while the "not-so-good" players are overlooked or ridiculed.

The weak and uncoordinated often feel inferior and resentful toward the better athletes, while the stronger, more coordinated students often feel superior and resentful toward those of less ability when they hinder the winning effort.

b. Clubs

School clubs can be harmful when they reinforce social classes or separate students along racial or sexual lines. Extra-curricular activities of this sort should bring different types of students together, not help keep them apart.

c. Classroom

Classroom competition can motivate students to cooperate and achieve; or it can drive students farther apart and destroy their self-esteem. Spelling bees, public grading, and the like, can hurt more than they help. Much research and experience show that the most beneficial type of competition is competition against oneself, such as in the case of individualized instruction.

5. Encourage students to help each other.

a. Same-age or cross-age tutoring

b. Group problem-solving when someone needs help

c. Taking work assignments to absent students

d. Peer counseling

e. Big-brother/big-sister activities/programs

f. Provision for physical protection when safety is in question; traveling in pairs when going into a potentially dangerous or threatening situation

g. Showing kindness and consideration whenever the opportunity presents itself

6. Help students to resolve conflicts among themselves.

An excellent method for doing this is the "Social Problem-Solving Meeting" as explained by William Glasser:[21]

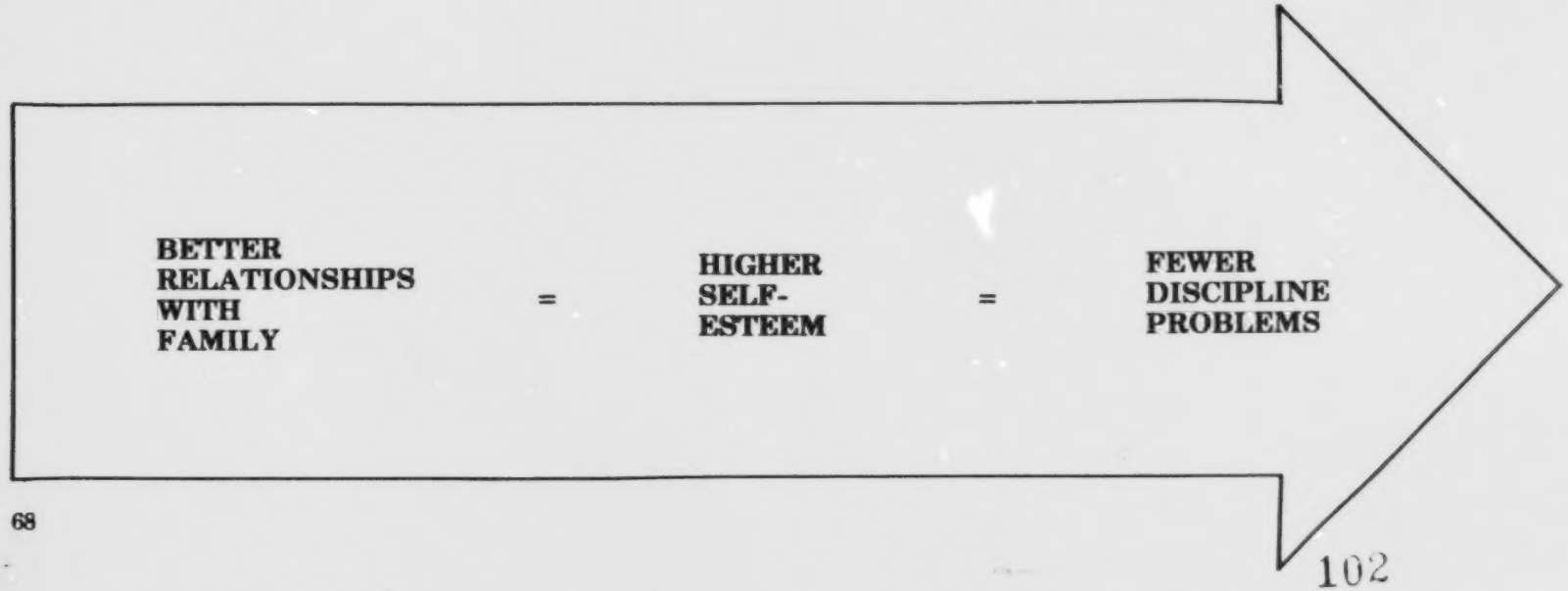
- All problems relative to the class as a group or to any individual in the class are eligible for discussion.
- The discussion itself should always be directed toward solving the problems; the solution should NEVER include punishment or fault finding. The object is not to find who is at fault, but to help those who have problems find a better way of solving them.
- Understanding of rules and regulations and those that are established by the class or others (school, school board, etc.) is necessary before alternative solutions can be determined. Rules established by others need understanding of proper channels for change; but those established by the class may be changed as a possibility.
- Discussion should take place in a circle.
- Discipline problems cannot always be solved by the group. If the problem is drawn out over several meetings, it will cause the students to become discouraged and disinterested.

C. Helping Students Improve Their Relationships With Their Families

The relationship between a person and his/her family is probably the single most powerful factor influencing a person's self-esteem. Children need close, loving relationships with their families if they are to grow both intellectually and emotionally.

I would like to know who God is. To see if he really is alive and if he knows my name and why I cry a lot. And why my Daddy left Mom and us and if God blames Daddy. I would like to sit down beside him and be close friends. I would probably cry. I know I would. Maybe He wouldn't mind though. Probably not.

Marsha[22]



Suggestions For Teachers in Helping Students Improve Their Family Relations

1. In the normal course of the year, learn as much as you can about each child's home situation.
2. Make allowances for the particular home situation of each child; e.g., do not ask a student to discuss his/her father if there is none; or give lavish praise to children whose parents attended PTA meetings when some students don't have parents.
3. Provide materials and guide discussions for considering all types of family arrangements in a favorable light; i.e., single parents, step parents, divorced parents, foster parents.
4. Discuss each child's progress and problems with his/her parents or guardian, and the relationship of this behavior to the student's home situation.
   - Share the positive aspects about the child; help parent/guardian to see these.
   - Make a plan with parent/guardian in order to improve cooperation between home and school and in order to meet the needs of the child; implement the plan; evaluate progress; make changes as necessary.
5. Refer families to other sources of help in the community.
6. Report all suspected cases of child abuse to the local Department of Social Services.
7. Teach children more effective ways of communicating with their families, such as active listening, "I" messages, awareness of non-verbal messages.

. . . What Do You Care?

if
i come
to school
after
my old man
just
popped me
in
the
mouth
for
breaking
his
bottle,
what
do
you
care?

D. Student Involvement

Student involvement yields a number of important benefits:

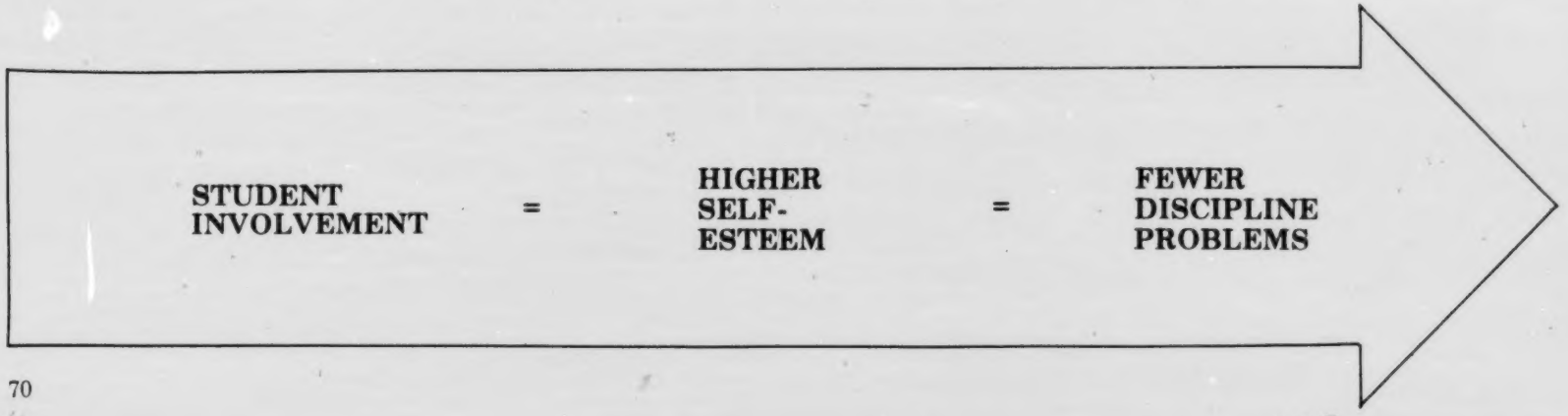
- higher self-esteem for students, by teaching them to solve problems and allowing them to exercise their need for independence
- improvement in the quality of the school program
- fewer discipline problems
- increased motivation and learning by students

it's
easier
to follow
something
i
helped
to decide
than
something
you
decided
alone.

i
can
tell
you
what
i'll do
if
you
do
that . . . or don't
do it.

i
can
tell
you
don't
know . . .
how it feels,
what i want.

i
even
have
some
good ideas
sometimes . . .
"surprise,
surprise."



Many people believe, however, that student involvement can only produce these benefits if the involvement is "significant." Critics even suggest that "student councils" as an example of involvement appear to be much more important than they really are. Though this may be an accurate evaluation of many student councils, it should be remembered that many such organizations are dealing with significant matters.

Critics argue that "significant" student involvement means that:

- students are involved in making important decisions; e.g., those concerning curriculum, rules and regulations, and teacher performance
- students are allowed to vote as well as to speak
- the proportion of students in decision-making groups is large enough to affect the outcome of the decisions
- student decisions are not always subject to veto by teachers or administrators.

There are a number of barriers to significant student involvement:

1. **Objections of teachers, administrators, and other adult decision-makers**

   Objections generally given are: students don't know what's best for them, not mature or experienced enough . . . like "turning the asylum over to the inmates."

   Other reasons — felt but not said — might be:

   - fear and resentment over sharing power
   - fear that the school program will break down
   - indignation that students would be allowed an important voice without having the same hard-earned training and experience

2. **Limitations of students**
   - general lack of training in both subject areas and interpersonal skills (such as how to solve problems, and present ideas)
   - apathy (although directly related to topic in question and degree of responsibility)
   - practical matters (such as missing class or night meetings)

These barriers can be decreased by:

- Providing leadership training for students in such areas as creative problem-solving and public speaking
- Providing training for faculty members in the most effective way to involve students
- Sponsoring open, honest encounter meetings at which students and faculty discuss their feelings about student involvement
- Scheduling meetings at times and places where students can easily attend
- Informing policy-makers and law-makers about any changes needed in order to involve students more fully

Listed Below Are Several Examples For Significant Student Involvement:[23]

1. A student discipline committee within a class—divided into sub-committees:
   - one to study legal ramifications of major discipline problems
   - one to help teacher physically remove trouble-makers from the class
   - one to conduct class lessons if the teacher has to leave the room on discipline matters
2. "Little Schools" within an elementary school, with each section working on its own discipline problems:
   - in one instance, when students misbehaved in the cafeteria, two student representatives worked with two teachers to handle the situation
3. A student ombudsperson
   - listens to student complaints
   - represents complaints to administration and seeks solutions
4. An information and referral service operated by students for students
5. Student representation on system-wide curriculum study committee, budget committees, and the like
6. Student evaluation of faculty and courses
7. A policy providing that a new course will be offered if:
   - twenty parents petition for it; and
   - twenty students enroll in it; and
   - appropriate funds can be found; and
   - a teacher can be found
8. Student representation on the Board of Education (non-voting where required by law)
   - two high school pupils as ex-officio members; rotated among schools in system
   - method of selection determined by student councils
9. A state student advisory council:
   - composed of representatives from schools throughout state
   - president serves on the State Board of Education
   - proposes laws and programs beneficial to students
   - conducts research and distributes information

E. Helping Students Meet Their Physical Needs

Like everyone else, students have physical needs which affect their self-esteem and their ability to perform.

Hunger, hormone imbalances, poor hearing or eyesight, impaired muscle coordination, mental disorders, and other physical disabilities can prevent students from learning and can frustrate them to the point of becoming severe discipline problems.

Parents and school staff often fail to recognize these physical disabilities and, instead, label the problem student as lazy, rebellious, or emotionally disturbed. Of course, many such students do have emotional problems as well because they can't understand their failure and can't bear the painful burden of a negative label and the rejection of their peers, in addition to the physical burden of their disability.

If . . .
if i can't
see you or hear you
i get confused.

if my stomach is
empty,
i feel angry.

if my back is killing me
and my eyes are strained,
i won't hear a thing
you say.

if my brain
is racing a
millon miles a second
or crawling
like a snail,
i won't stay
in your world
very long.

MEETING PHYSICAL NEED = **HIGHER SELF-ESTEEM** = **FEWER DISCIPLINE PROBLEMS**

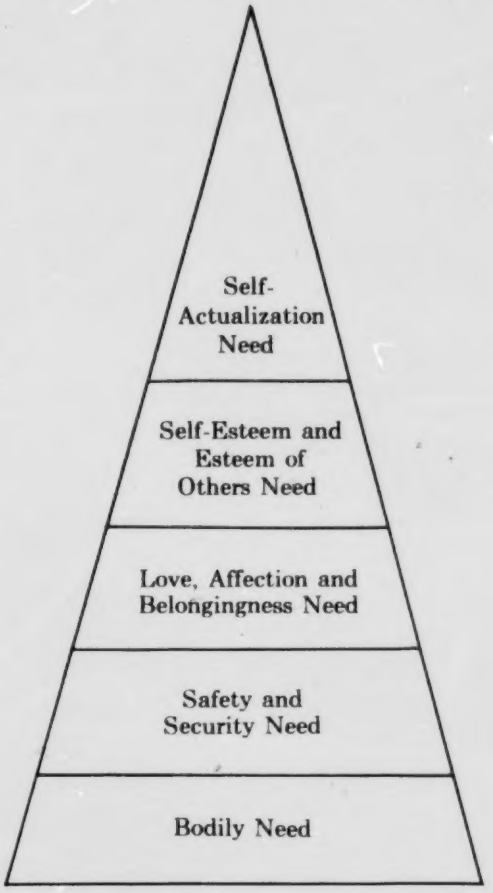
Like the rest of us, students also need to feel physically attractive.

Many students feel ugly and inferior because they have ragged, ill-fitting clothes; crossed eyes; decayed teeth; a bumpy nose; large ears; acne; deformed extremities; bodies that are too big, too small, too short, too tall, too fat, too thin.

What I Want Most of all is a Knew pair of gym shorts. My old ones have a ript place in a very obvius extremity. Ever one makes fun of me in gym class cause of that.

Sissy[24]

A student must satisfy physical needs before he/she can attempt to meet other, more sophisticated needs, such as the need for achievement or the need for self-actualization. Until the individual's needs are met on the "lower" levels, progress cannot be made toward meeting needs on any "higher" level. Abraham Maslow uses a triangle to illustrate this needs hierarchy.[25]



A. Bodily Needs

Bodily needs such as food, water, sleep, warmth, and waste removal must be taken care of before any other needs are met. These are the most basic needs. Parents should be sure that their children have:

- good physical health, with regular basic checkups
- good food, including appropriate vitamins
- rest

B. Safety and Security Need

This second stage of needs requires that a person feels safety and security in his/her surroundings. A person cannot reach a "higher" level of needs until this level is satisfied. Parents can assist their children at this stage by providing the feeling of safety and security within the home through appropriate surroundings and by emphasizing positive relationships between parents and children. Parents need to be fair, consistent, and predictable, even if not always perfect.

C. Love, Affection, and Belongingness Need

Once a person has attained bodily needs and safety and security needs, this person will then have a need for love, affection, and belongingness. This set of needs is usually fulfilled within the family for a young child. For an older child, it may be fulfilled within a peer group. Children need a family feeling of a unit in operation, as being part of the group. This develops the belongingness idea by sharing of power and responsibility in the family. Sharing in group decisions and having a mutual openness in a family is important.

D. Self-Esteem and Esteem of Others Need

This need, as the others, can only be recognized when the needs below it are satisfied. Esteem needs are related to feelings about oneself and perceptions of how others feel about you. This need is also related to feeling confident and capable because of being able to do things. Children, therefore, need to be given tasks they can accomplish and thereby build their confidence and self-esteem. Children also need to be encouraged to succeed and when they do succeed they need to be recognized for it. These feelings of confidence and high self-esteem are easier to attain with a warm, ongoing, predictable relationship with another person, such as a parent.

E. Self-Actualization Need

Self-actualization is the desire to become more of what one is, to become everything that one is capable of becoming. It is the attainment of satisfaction with oneself and the feeling that you are the best that you can be. The esteem needs on the previous stage are the basis for self-actualization. People are always in the process of self-actualization.

The needs for safety, belongingness, love relations and for respect can be satisfied only by other people, i.e., only from outside the person. This means considerable dependence on the environment.

Abraham H. Maslow,
Toward a Psychology of Being

Suggestions for helping students meet their physical needs:

1. Testing and examination to identify problems both physically and psychologically.
2. Cooperation with parents to see that students get adequate health care; consult local agencies for needed funds.
3. School breakfast and lunch programs.
4. Nutrition training for parents and students.
5. Changes in seating and lighting as needed.
6. Availability of shoes and clothing for students who need them.
7. Emphasis with students on accepting their appearance
   - point up value of the total person
   - emphasize that beauty of spirit is more important than a beautiful body
   - help students to recognize their physical assets
   - work with friends and family to support student

We need . . .

enough food,
fresh water,
fresh air,
medical care,
decent housing,
good jobs,
justice,
freedom,
love,
something to live for,
and all those other good things . . .
We need them all . . .
and then some

F. Helping Students Succeed In School

Many agree that unless we provide schools in which students, through a reasonable use of their capacities, are able to succeed, we will do little to solve the major problems of our country. We will have more social disturbances, more people who need to be kept in jails, prisons, and mental hospitals, more people who need social workers to take care of their lives because they feel they cannot succeed in this society and are no longer willing to try.

A good word for folks who Make Bad Grades

I would like to say a good word for folks who dont make good grades.

And since you asked, what I dont like about school is the way teachers treat you like your dumb or crazy. A lot of great people was tho't to be dumb or crazy. In fact you almost have to be crazy to ever do something great.

I would rather be great than make a lot of good grades.

P. S. Thank you for letting me say a good word for folks like me who are really ok.

P. C. [26]

What I Don't Like About School

IF i thank about it I get all upset. SO I better pass on this one today.

Thanks. No hard feelens.

what i donlike school — NO A
what i dont like school is that i come evey day thanking i will get a A. But I never get a A. Just wonst I want to get a A. Ever sins I remember I go to school a thousand day a year or more I get no A. No A

JUST WONST I WANT AN A
ONE BIG FAT A

All I git is a gib funch of F
A hundred F. A thowsand F
A lowsy bunch of F

Author unknown
From: A Resource Manual For Reducing Conflict and Violence in California Schools.

Success in School = **Higher Self-Esteem** = **Fewer Discipline Problems**

What is Success?

Some people believe that success means defeating others or achieving some lofty goal.

But if you apply these standards to students who have failed again and again, you'll only frustrate them even more and guarantee their continued failure.

Such students need to realize that any progress is success — that success is not necessarily defeating others, but defeating the fear and doubts within themselves.

Such students need to discover that success is not something way out there to be touched only in exalted moments of glory, but something that is real and close at hand — something that is possible.

I DON'T NEED THAT, MAN!

i
come
in here
every day
and
wham!
i
get
kicked
in the face . . .
wham!
wham!
again and again!
i
don't
need
that
man!
they
can
take
that stuff
and
shove it!

A Letter from Jason

Teachers all pick on me. ALL the time. One of them always called me flunkie cause I got so many F's. One day I got so mad when I got F on this tests that I worked hard on that me and some other guys went into the mens toilits.

And thru a lited cherry bomb down into a commode and flushed it. It realy vlew hard! It realy did! I got kicked out 3 days for that Its no use. Also that commode still dont work ok. It runs all the time,

me the flunkie
Jason

P.S. Its just no use[27]
Jason

Saturday Evening Post
February 8, 1969
"Speaking Out"

SCHOOL IS BAD FOR CHILDREN[28]

by

John Holt

Almost every child, on the first day he sets foot in a school building, is smarter, more curious, less afraid of what he doesn't know, better at finding and figuring things out, more confident, resourceful, persistent and independent than he will ever be again in his schooling — or, unless he is very unusual and very lucky, for the rest of his life. Already, by paying close attention to and interacting with the world and people around him, and without any school-type formal instruction, he has done a task far more difficult, complicated and abstract than anything he will be asked to do in school, or than any of his teachers has done for years. He has solved the mystery of language. He has discovered it — babies don't even know that language exists — and he has found out how it works and learned to use it. He has done it by exploring, by experimenting, by developing his own model of the grammar of language, by trying it out and seeing whether it works, by gradually changing it and refining it until it does work. And while he has been doing this, he has been learning other things as well, including many of the "concepts" that the schools think only they can teach him, and many that are more complicated than the ones they do try to teach him.

In he comes, this curious, patient, determined, energetic, skillful learner. We sit him down at a desk, and what do we teach him? Many things. First, that learning is separate from living. "You come to school to learn," we tell him, as if the child hadn't been learning before, as if living were out there and learning were in here, and there were no connection between the two. Secondly, that he cannot be trusted to learn and is no good at it. Everything we teach about reading, a task far simpler than many that the child has already mastered, says to him, "If we don't make you read, you won't, and if you don't do it exactly the way we tell you, you can't." In short, he comes to feel that learning is a passive process, something that someone else does to you, instead of something you do for yourself.

In a great many other ways he learns that he is worthless, untrustworthy, fit only to take other people's orders, a blank sheet for other people to write on. Oh, we make a lot of nice noises in school about respect for the child and individual differences, and the like. But our acts, as opposed to our talk, say to the child, "Your experience, your concerns, your curiosities, your needs, what you know, what you want, what you wonder about, what you hope for, what you fear, what you like and dislike, what you are good at or not so good at — all this is of not the slightest importance, it counts for nothing. What counts here, and the only thing that counts, is what we know, what we think is important, what we want you to do, think and be." The child soon learns not to ask questions — the teacher isn't there to satisfy his curiosity. Having learned to hide his curiosity, he later learns to be ashamed of it. Given no chance to find out who he is — and to develop that person, whoever it is — he soon comes to accept the adult's evaluation of him.

He learns many other things. He learns that to be wrong, uncertain, confused, is a crime. Right answers are what the school wants, and he learns countless strategies for prying these answers out of the teacher, for conning her into thinking he knows what he doesn't know. He learns to dodge, bluff, fake, cheat. He learns to be lazy. Before he came to school, he would work for hours on end, on his own, with no thought of reward, at the business of making sense of the world and gaining competence in it. In school he learns, like every buck private, how to goldbrick, how not to work when the sergeant isn't looking, how to know when he is looking, how to make him think you are working even when he is looking. He learns that in real life you don't do anything unless you are bribed, bullied or conned into doing it, that nothing is worth doing for its own sake, or that if it is, you can't do it in school. He learns to be bored, to work with a small part of his mind, to escape from the reality around him into day-dreams and fantasies — but not like the fantasies of his preschool years, in which he played a very active part.

The child comes to school curious about other people, particularly other children, and the school teaches him to be indifferent. The most interesting thing in the classroom — often the only interesting thing in it — is the other children, but he has to act as if these other children, all about him, only a few feet away, are not really there. He cannot interact with them, talk with them, smile at them. In many schools he can't talk to other children in the halls between classes; in more than a few, and some of these in stylish suburbs, he can't even talk to them at lunch. Splendid training for a world in which, when you're not studying the other person to figure out how to do him in, you pay no attention to him.

In fact, he learns how to live without paying attention to anything going on around him. You might say that school is a

long lesson in how to turn yourself off, which may be one reason why so many young people, seeking the awareness of the world and responsiveness to it they had when they were little, think they can only find it in drugs. Aside from being boring, the school is almost always ugly, cold, inhuman — even the most stylish, glass-windowed, $20-a-square-foot schools.

And so, in this dull and ugly place, where nobody ever says anything very truthful, where everybody is playing a kind of role, as in charade, where the teachers are no more free to respond honestly to the students than the students are free to respond to the teachers or each other, where the air practically vibrates with suspicion and anxiety, the child learns to live in a daze, saving his energies for those small parts of his life that are too trivial for the adults to bother with, and thus remain his. It is a rare child who can come through his schooling with much left of his curiosity, his independence of his sense of his own dignity, competence and worth.

So much for criticism. What do we need to do? Many things. Some are easy — we can do them right away. Some are hard, and may take some time. Take a hard one first. We should abolish compulsory school attendance. At the very least we should modify it, perhaps by giving children every year a large number of authorized absences. Our compulsory school-attendance laws once served a humane and useful purpose. They protected children's right to some schooling, against those adults who would otherwise have denied it to them in order to exploit their labor, in farm, store, mine or factory. Today the laws help nobody, not the schools, not the children. To keep kids in school who would rather not be there costs the schools an enormous amount of time and trouble — to say nothing of what it costs to repair the damage that these angry and resentful prisoners do every time they get a chance. Every teacher knows that any kid in class who, for whatever reason, would rather not be there not only doesn't learn anything himself but makes it a great deal tougher for anyone else. As for protecting the children from exploitation, the chief and indeed only exploiters of children these days **are** the schools. Kids caught in the college rush more often than not work 70 hours or more a week, most of it on paper busywork. For kids who aren't going to college, school is just a useless time waster, preventing them from earning some money or doing some useful work, or even doing some true learning.

Objections, "If kids didn't have to go to school, they'd all be out in the streets." No, they wouldn't. In the first place, even if schools stayed just the way they are, children would spend at least some time there because that's where they'd be likely to find friends; it's a natural meeting place for children. In the second place, schools wouldn't stay the way they are, they'd get better, because we would have to start making them what they ought to be right now — places where children would **want** to be. In the third place, those children who did not want to go to school could find, particularly if we stirred up our brains and gave them a little help, other things to do — the things many children now do during their summers and holidays.

There's something easier we could do. We need to get kids out of the school buildings, give them a chance to learn about the world at first hand. It is a very recent idea, and a crazy one, that the way to teach our young people about the world they live in is to take them out of it and shut them up in brick boxes. Fortunately, educators are beginning to realize this. In Philadelphia and Portland, Oregon, to pick only two places I happen to have heard about, plans are being drawn up for public schools that won't have any school buildings at all, that will take the students out into the city and help them to use it and its people as a learning resource. In other words, students, perhaps in groups, perhaps independently, will go to libraries, museums, exhibits, courtrooms, legislatures, radio and TV stations, meetings, businesses and laboratories to learn about their world and society at first hand. A small private school in Washington is already doing this. It makes sense. We need more of it.

As we help children get out into the world, to do their learning there, we can get more of the world into the schools. Aside from their parents, most children never have any close contact with any adults except people whose sole business is children. No wonder they have no idea what adult life or work is like. We need to bring a lot more people who are not full-time teachers into the schools, and into contact with the children. In New York City, under the Teachers and Writers Collaborative, real writers, working writers — novelists, poets, playwrights — come into the schools, read their work, and talk to the children about the problems of their craft. The children eat it up. In another school I know of, a practicing attorney from a nearby city comes in every month or so and talks to several classes about the law. Not the law as it is in books but as he sees it and encounters it in his cases, his problems, his work. And the children love it. It is real, grown-up, true, not *My Weekly Reader*, not "social studies," not lies and baloney.

Something easier yet. Let children work together, help each other, learn from each other and each other's mistakes. We now

know, from the experience of many schools, both rich-suburban and poor city, that children are often the best teachers of other children. What is more important, we know that when a fifth- or sixth-grader who has been having trouble with reading starts helping a first-grader, his own reading sharply improves. A number of schools are beginning to use what some call Paired Learning. This means that you let children form partnerships with other children, do their work, even including their tests, together, and share whatever marks or results this work gets — just like grown-ups in the real world. It seems to work.

Let the children learn to judge their own work. A child learning to talk does not learn by being corrected all the time — if corrected too much, he will stop talking. **He** compares, a thousand times a day, the difference between language as he uses it and as those around him use it. Bit by bit, he makes the necessary changes to make his language like other people's. In the same way, kids learning to do all the other things they learn without adult teachers, — to walk, run, climb, whistle, ride a bike, skate, play games, jump rope — compare their own performance with what more skilled people do, and slowly make the needed changes. But in school we never give a child a chance to detect his mistakes, let alone correct them. We do it all for him. We act as if we thought he would never notice a mistake unless it was pointed out to him, or correct it unless he was made to. Soon he becomes dependent on the expert. We should let him do it himself. Let him figure out, with the help of other children if he wants it, what this word says, what is the answer to that problem, whether this is a good way of saying or doing this or that. If right answers are involved, as in some math or science, give him the answer book, let him correct his own papers. Why should we teachers waste time on such donkey work? Our job should be to help the kid when he tells us that he can't find a way to get the right answer. Let's get rid of all this nonsense of grades, exams, marks. We don't know now, and we never will know, how to measure what another person knows or understands. We certainly can't find out by asking him questions. All we find out is what he doesn't know — which is what most tests are for, anyway. Throw it all out, and let the child learn what every educated person must someday learn, how to measure his own understanding, how to know what he knows or does not know.

We could also abolish the fixed, required curriculum. People remember only what is interesting and useful to them, what helps them make sense of the world, or helps them get along in it. All else they quickly forget, if they ever learn it at all. The idea of a "body of knowledge," to be picked up in school and used for the rest of one's life, is nonsense in a world as complicated and rapidly changing as ours. Anyway, the most important questions and problems of our time are not **in** the curriculum, not even in the hotshot universities, let alone the schools.

Children want, more than they want anything else, and even after years of miseducation, to make sense of the world, themselves, other human beings. Let them get at this job, with our help if they ask for it, in the way that makes most sense to them.

NOTE: The opinions expressed by Holt are not the opinions of all educators, nor is it necessarily the opinion of the North Carolina State Department of Public Instruction. However, he does express the views of many people in and out of education today.

Suggestions For Helping Students Succeed In School

1. Provide a real (not artificial or contrived) opportunity in which the student has a high probability of succeeding.
2. Generously praise and encourage students for progress. There are many ways to do this including verbal praise, gold stars, special privileges, touching. False praise will do more harm than good.
3. Provide a method by which each student can see his/her progress over a period of time, even when the progress is small. Individualized instruction programs can provide such feedback. Charts and point systems may be useful. Any grading system should emphasize progress rather than failure.
4. Deal with the present. Do not remind the student of past failures.
5. Expect success from your students, and they are much more likely to succeed.
6. Seek to reduce any physical problems which may hinder student progress, such as hunger, hearing or sight problems, learning disabilities, and the like.
7. Provide individualized instruction as much as possible; this will allow students to learn at their own pace, see their progress, and attend classes with children of greater or less ability, rather than separating all students by ability and reinforcing failure labels.
8. Involve students in determining course content and in teaching the material.
9. Use varied teaching techniques and materials; develop materials with students.
10. Provide special opportunities for children with exceptional needs.
11. Plan with parents for coordinating home and school and for helping the student to succeed.
12. Use parents or community volunteers in the classrooms; use paid para-professionals if available.
13. Provide a colorful, interesting, and comfortable environment in which to learn.
14. Offer a flexible program in terms of time (day and night courses) and place (work study).
15. Provide alternative paths to high school completion.
16. Bring more laughter and happiness into the classroom.
17. Offer sensitive, effective counseling in close cooperation with teachers.
18. Provide a job placement service.
19. Provide a humanistic staff: administrators, principals, assistant principals, teachers, coaches, et al.

". . . We have learned that most of these professional people are remarkedly similar to parents in their attitudes toward kids and in their methods of dealing with them. They, too, usually fail to listen to children; they, too, talk to children in ways that put them down and damage their self-esteem; they, too, rely heavily on authority and power to manipulate and control children's behavior; . . . they, too, hassle and harangue and preach and shame children in attempts to shape their values and beliefs and mold them into their own image."

From P.E.T., by Dr. Thomas Gordon

SUGGESTION 2:

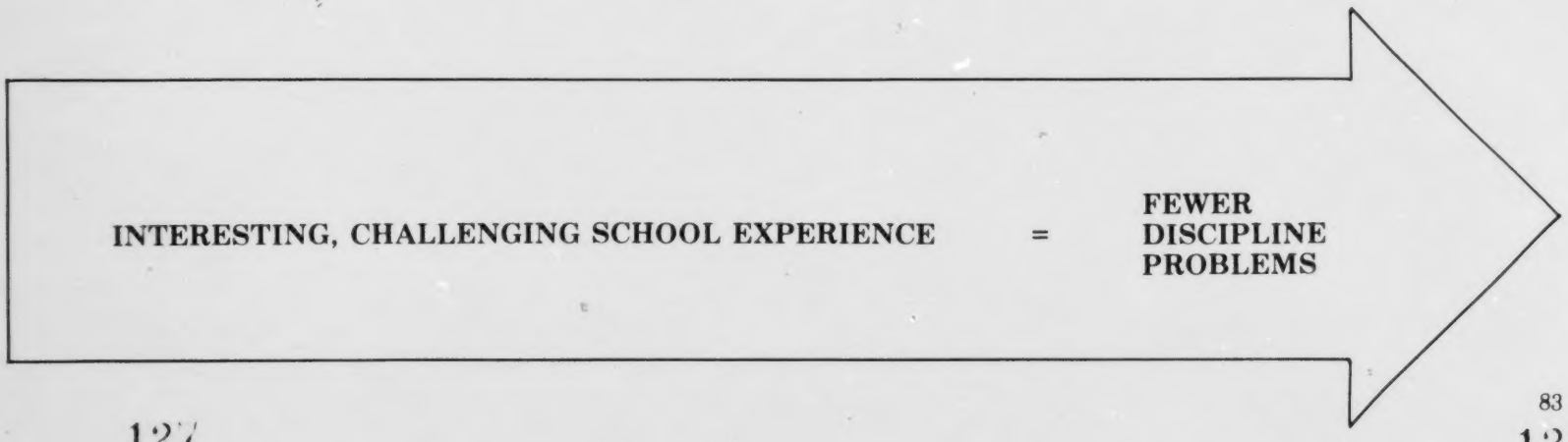
MAKE THE SCHOOL EXPERIENCE MORE INTERESTING, CHALLENGING, AND USEFUL.

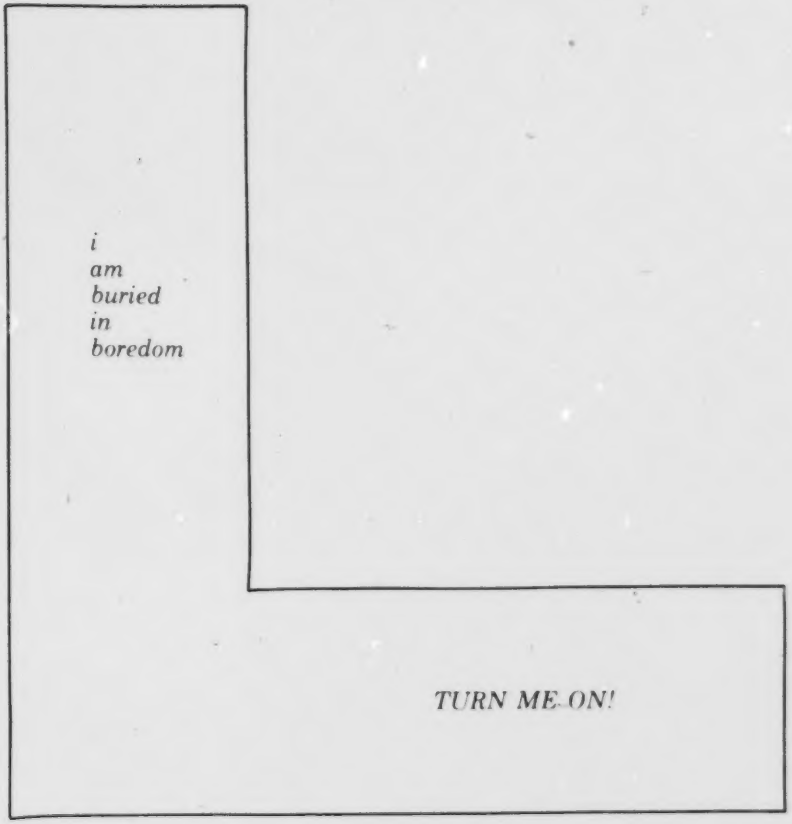
. . . THE CHALLENGE

if
schools were
exciting,
challenging,
rewarding
places,

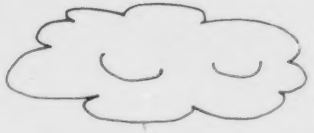
kids
wouldn't try
so hard
to be
absent,
or be dumb
or be tough.

something says
they would
work harder,
act nicer,
and
learn more
if
schools were
meeting their needs,
awakening their minds,
and touching their
hearts.

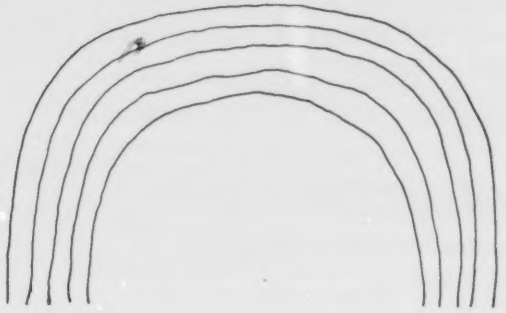



i
am
buried
in
boredom
TURN ME ON!

Classroom corners — stale and pale!
Classroom corners — cobwebs covered!
Classroom corners — spooky and lonely!
Teacher, let me dance in your classroom corner!
Let the outside world in!



Teacher, let me swim in a puddle,
let me race a cloud in the sky,
let me build a house without walls.
But most of all,
let me laugh at nothing things.



Don't you see my rainbow, teacher?
Don't you see all the colors?
I know you're mad at me.
I know that you said to color the cherries red
and the leaves green.
I guess I shouldn't have done it backwards,
But, teacher, don't you see my rainbow?
Don't you see all the colors?
Don't you see me?

from **The Geranium on the Window Sill Just Died . . .**
by Albert Cullum[29]

The Little Boy

Once a little boy went to school
He was quite a little boy.
And it was quite a big school.
But when the little boy
Found that he could go to his room
By walking right in from the door outside,
He was happy.
And the school did not seem
Quite so big any more.

One morning,
When the little boy had been in school awhile,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy.
He liked to make pictures.
He could make all kinds:
Lions and tigers,
Chickens and cows,
Trains and boats —
And he took out his box of crayons
And began to draw.

But the teacher said: "Wait!
It is not time to begin!"
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make flowers."
"Good!" thought the little boy.
He liked to make flowers,
And he began to make beautiful ones
With his pink and orange and blue crayons.

But the teacher said, "Wait!
And I will show you how."
And it was red, with a green stem.
"There," said the teacher.
"Now you may begin."

The little boy looked at the teacher's flower.
Then he looked at his own flower.
He liked his flower better than the teacher's.
But he did not say this.
He just turned his paper over.
And made a flower like the teacher's.
It was red, with a green stem.

On another day,
When the little boy had opened
The door from the outside all by himself,
The teacher said:
"Today we are going to make something
with clay."
"Good!" thought the little boy.
He liked clay.

He could make all kinds of things with clay:
Snakes and snowmen,
Elephants and mice,
Cars and trucks —
And he began to pull and pinch
His ball of clay.

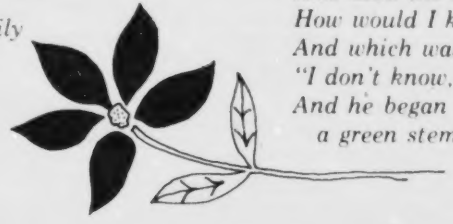
But the teacher said:
"Wait! It is not time to begin!"
And she waited until everyone looked ready.

"Now," said the teacher,
"We are going to make a dish."
"Good!" thought the little boy.
He liked to make dishes,
And he began to make some
That were all shapes and sizes.

Then the teacher said, "Wait!
And I will show you how."
And she showed everyone how to make
One deep dish.
"There," said the teacher,
"Now you may begin."

The little boy looked at the teacher's dish.
Then he looked at his own.
He liked his dishes better than the teacher's.
But he did not say this.
He just rolled his clay into a big ball again
And made a dish like the teacher's.
It was a deep dish.

And pretty soon
The little boy learned to wait.
And to watch,
And to make things just like the teacher.
And pretty soon
He didn't make things of his own anymore.
Then it happened
That the little boy and his family
Moved to another house,
In another city,
And the little boy
Had to go to another school.



This school was even bigger
Than the other one.
And there was no door from the outside
Into his room.
He had to go up some big steps,
And walk down a long hall
To get to his room.

And the very first day
He was there,
The teacher said:
"Today we are going to make a picture."
"Good!" thought the little boy,
And he waited for the teacher
To tell him what to do.
But the teacher didn't say anything.
She just walked around the room.

When she came to the little boy
She said, "Don't you want to make a picture?"
"Yes," said the little boy.
"What are we going to make?"
"I don't know until you make it," said the teacher.
"How shall I make it?" asked the little boy.
"Why, any way you like," said the teacher.
"And any color?" asked the little boy.
"Any color," said the teacher.
"If everyone made the same picture,
And used the same colors,
How would I know who made what.
And which was which?"
"I don't know," said the little boy.
And he began to make a red flower with a green stem.

— Helen E. Buckley

SUGGESTIONS FOR MAKING SCHOOLS MORE EXCITING, INTERESTING . . .

- Peer counseling.
- Make the classroom physical surroundings as pleasant as possible. Display student work, attractive pictures, inviting reading material and printed inducements to the pupil's better impulses.
- Relate one subject to another, thereby demonstrating the interrelatedness of all knowledge.
- Use humor frequently—a gentle joke, a pleasant surprise, a riddle, a good-natured change-of-pace device, some movement activities when you sense that boredom has set in.
- An opportunity for every student, every day, to participate in some creative activity, such as dance, music, art, craft work, or creative writing.
- Allow students to move about the room constructively and voluntarily without interfering with others in a negative way.
- Bring in interesting resource people—every community has some.
- Teach students creative problem solving.
- Individualized instruction, team teaching, flexible scheduling, (better reporting and grading systems).
- Design physical facilities for human beings—their comfort, their aesthetic needs, their need for privacy and security.
- Science Fairs—Math Fairs—Poetry Fairs—Dramatic Presentations—Musicales—Craft Fairs
- Start a student-produced periodical such as Foxfire, which presents local folklore and customs, etc. (Indian, Chicano, Black, Coastal, Mountain, and other groups have publications in schools around the country.)
- Outdoor education—school nature trails, gardens, planeteriums, fish ponds, etc.
- Bring animals into the classroom (if appropriate for learning experience) if their safety and comfort can be assured.
- Study alternative programs and schools such as the Wilson School in Mankato, Minnesota, the Parkway Program in Philadelphia, the John Adams High School in Portland, Oregon. Adapt innovative ideas from these programs when they fit your needs, even if the entire program cannot be implemented.
- Simulation Games — assigning students a role with resources for meeting a specified goal according to a set of permitted behaviors. These can be commercial or teacher-made.
- Educational Games — a game approach to teach a concept or content.
- Assembly programs produced, directed and staffed by students.
- Puppetry
- Use magazines, comics, catalogues, newspapers as teaching aids.
- Establish learning centers and interest centers.
- Allow students to prepare presentations by using media — cameras, movies, overheads, etc. to teach others and themselves.
- Mini-courses in areas of interest not offered in regular courses.
- Free Friday — set aside a day (per week, bi-weekly, or monthly) in which courses or areas of interest to the student are not a regular part of the curriculum are taught.
- Displays of student work; special community works all around the school.
- Allow the students to decorate the school environment (paint murals in halls, etc.).

Knowledge which is acquired under compulsion obtains no hold on the mind.

Plato

Fable Of The Animal School

by
Dr. G. H. Reavis
Assistant Superintendent,
Cincinnati Public Schools

Once upon a time the animals decided they must do something heroic to meet the problems of a new world, so they organized a school. They adopted an activity curriculum consisting of running, climbing, swimming, and flying, and to make it easier to administer, all the animals were required to take all the subjects.

The duck was excellent in swimming, better in fact than his instructor, and made passing grades in flying, but was very poor in running. Since he was slow in running he had to stay after school and also drop swimming to practice running. This was kept up until his web feet were badly worn and he was only average in swimming But average was acceptable in school, so nobody worried about that, except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed Charlie Horses from over-exertion and got C in climbing and a D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was selected valedictorian.

The prairie dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their children to a badger and later joined the groundhogs and gophers to start a private school.

But the educators were all happy because everybody was taking all the subjects and it was called a broad based curriculum and most students were average.

Then said a teacher, Speak to us of Teaching.
And he said:

No man can reveal to you aught but that which already lies half asleep in the dawning of your knowledge.

The teacher who walks in the shadow of the temple, among his followers, gives not of his wisdom but rather of his faith and his lovingness.

If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind .
. . .

Kahlil Gibran
The Prophet

SUGGESTION 3:

LEGALLY SOUND WRITTEN RULES, FORMULATED BY STUDENTS AND STAFF, WHICH ARE NECESSARY, FAIR, CLEAR, AND FLEXIBLE

School rules are most effective when they are:

1. Written

Some argue against written rules:

"You can't write everything, so then students think they can get away with something just because it isn't specifically forbidden."

Written rules, however, are extremely valuable since compared to verbal regulations — they are more likely to be:

- composed carefully and objectively — not crisis-oriented or colored by personal bias
- cooperatively determined
- understood by students and staff
- applied consistently, regardless of the situation
- obeyed

In addition, since they are specific, written rules are a valuable asset in legal proceedings.

2. Necessary

i.e., needed in order to:

- affirm the right of all people to respect and consideration
- enable students to learn and teachers to teach
- prevent students from harming a property or persons

3. Fair

- consistent with the law, including the constitutional rights of citizens
- consistent with the human right to respect and consideration
- consistent among students
- consistent, as much as possible, between students and staff

4. Simple and clear

- written in language that can be easily understood
- non-contradictory in nature
- as few rules as possible

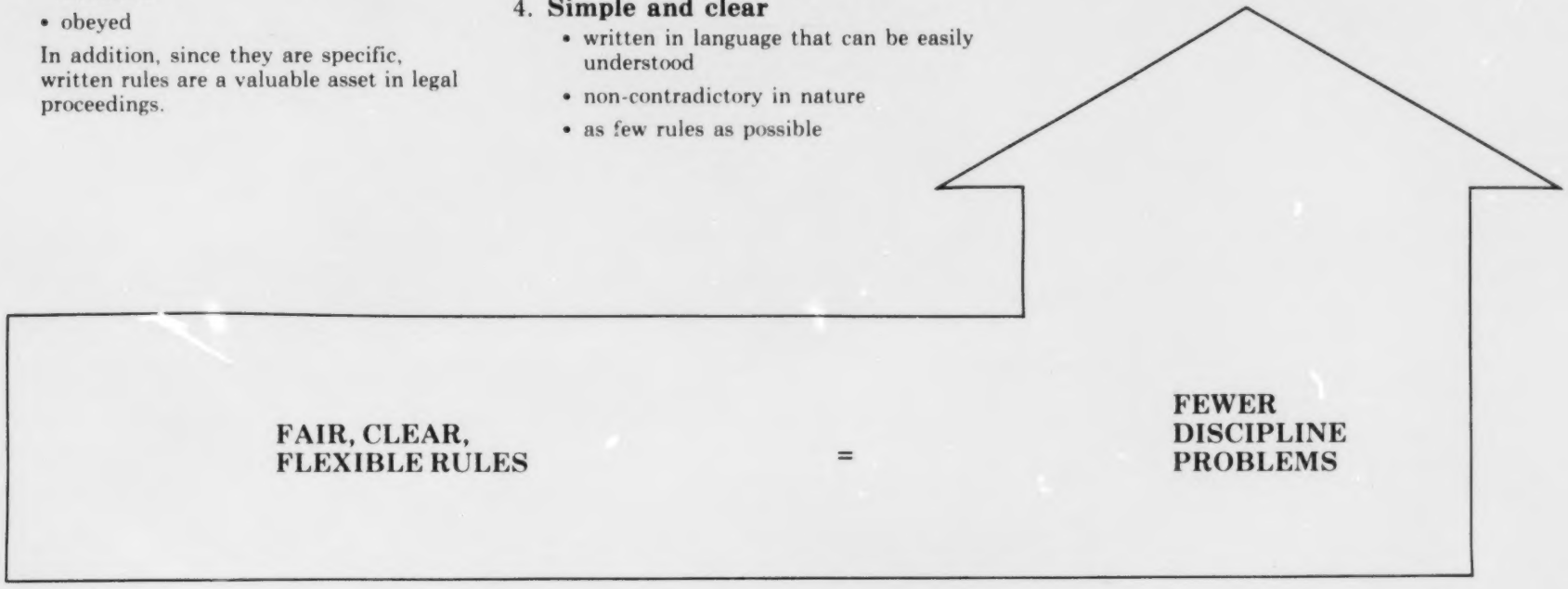
5. Flexible

- Provide opportunity for students and staff to review and evaluate rules on a regular basis
- Settle or change rules which are unnecessary, unfair, too complex, or unclear
- Add new rules when necessary

6. Widely accepted

Rules are much more likely to be accepted and obeyed if they are:

- Formulated jointly by students **and** staff
- Composed in an open, objective manner
- Characterized by fairness, flexibility, and necessity



SUGGESTION 4:

INVOLVE PARENTS IN THE CLASSROOM AND IN SIGNIFICANT SCHOOL DECISIONS

. . . Let Me Be There

i
pay
you
to teach,
to administer,
to watch over
my children.

if
my children
disrupt
your class
or discover
the world,
tell me.

i
know
my children . . . . where they've been
what they need
what i want for them.

when
you are deciding what
when
where
and how
they will learn,
let me be there.

Suggestions For Involving Parents

- Make a concentrated effort to help parents realize that you want and need their support, that you welcome their questions and their contributions.
- Hold training sessions for parents on various aspects of the school program, such as the athletic program, the library, progress reports, school regulations.
- Place parents as voting members on committees designed to determine such issues as curriculum, learning materials, facilities, school rules, discipline procedures, and the like.
- Survey parents to determine their concerns and to learn the changes they would like to see in the schools.
- Invite parents to serve side-by-side for a day with school personnel, such as teachers, the principal, the custodian, the coaches, et al.
- Use parents as classroom aides to assist teachers.
- Invite parents to monitor classes and to share observations with the teachers after the school day ends.

PARENTAL INVOLVEMENT = **FEWER DISCIPLINE PROBLEMS**

Described Below Are Several Specific Examples Of Significant Parental Involvement.[30]

Brookfield, Illinois:

The guidelines of the LaGrange Park Schools in Brookfield, Illinois, state flatly: "The ultimate responsibility for children's behavior rests with parents. It is expected that the parents will accept the following responsibilities . . . ." The responsibilities listed include supporting school discipline rules, sending pupils to school in the proper state of health, cleanliness and neatness; maintaining an "active interest" in the pupil's daily work; making sure homework is done properly; and cooperating with the school by signing and returning pertinent communications and attending parent-teacher conference sessions.

Washington, D. C.:

The Giddings Elementary School, Washington, D. C., set up a discipline system based entirely on cooperation with parents. The school formed a Parents Action Discipline Committee, composed of 11 parents, which meets at the school and handles all problems arising from classroom behavior. Misbehaving children are brought before the committee so they can tell their side of the story. Minor problems are dealt with on the spot. More serious problems involve parental conferences. Again, the most important component of this type of program is the cooperation it fosters between parent and school.

Kalamazoo, Michigan:

If a discipline problem is of such magnitude that it cannot be handled satisfactorily by the school, one solution is to direct the parents to the proper agency for help. In Kalamazoo, Michigan, one such agency offering this type of service is called "Children's Charter." The family makes its initial contact with the agency through school counselors. Volunteers are sent by the agency into the homes of parents with problem children. They offer counsel and assistance to the family as it works out its problem.

Nashville, Tennessee:

The Regional Intervention Program in Nashville, Tennessee, enables parents to teach other parents the proper techniques of managing children with severe behavior problems. Through the program, parents are taught to overcome or to avert such behavior problems in young children. Reporting on the unusual program in *American Education*, writer Reginald Stuart says: "Experience has demonstrated that the mothers are far more effective than the pros" in dealing with their own children, once they learn the proper techniques. The techniques used at the Nashville Center basically involve behavior modification: praising a child when he is good, ignoring him when he is bad. "The trick is to teach parents how to put that proposition into practice," Stuart writes.

SUGGESTION 5:

MAINTAIN AN EFFECTIVE SECURITY SYSTEM

. . . BEST KEEP THE STRONG-BOX LOCKED

if
you try
to make life
more soothing,
more joyful,
more rewarding
for
someone,

and still
that person
seeks
to
rob
you,

best
keep
the strong-box
locked.

MORE EFFECTIVE SECURITY = **FEWER DISCIPLINE PROBLEMS**

Despite best efforts to the contrary, schools can expect that some students and/or non-students will vandalize school property and injure other people unless they are prevented from doing so.

For this reason, an effective security system is a necessity.

Suggestions For Improving Security[31]

1. **Establish procedures and assign responsibilities** for dealing with:
   - seriously ill or injured students
   - bomb threats
   - major incidents or disruptions
   - fights
   - use or possession of weapons
   - unauthorized visitors
   - suspected drug use

   Make sure teachers and other key personnel understand these procedures and their responsibilities.

2. **Maintain appropriate facilities**; e.g.
   - make access to roof as difficult as possible
   - avoid large areas of glass
   - remove unnecessary hardware close to ground level
   - use armour-plated glass for fixtures near ground
   - remove useless windows; e.g. storage room
   - in auditorium, install seats which cannot easily be dismantled
   - in lavatories, minimize exposed plumbing; use durable materials; replace panel ceilings with solid material; install fixtures which can be

replaced easily and inexpensively
- identify "hang-out" areas and prepare for rough use
- install heavy trash containers which make burning difficult

3. **Involve students**; e.g.
   - Organize student volunteers to patrol parking lots during school hours — or after hours and report any suspicious activity to the principal or security personnel.
   - Allow and encourage students to paint murals in the school or otherwise decorate as a way of promoting school pride.
   - Use assemblies, buttons, and posters to publicize the need for protecting the school against vandalism.

4. **Set up a vandalism "depletion allowance"**
   - Set up a "vandalism depletion allowance." For example, in the South San Francisco Unified School District, each school is allotted one dollar for each student. Vandalism costs are met through this fund. Any remaining money at the end of the year is spent on student activities, as determined by a special student committee.

5. **Maintain appropriate security measures after school hours;** e.g.
   a. Alarms

      Silent Alarms: An example of this type of alarm is the tape deck/telephone dialer, which is activated by an intrusion detector, e.g., door contact or window foil. The call goes to the chief custodian or local police station. A more sophisticated silent device is the "lease line" communication system, a 24-hour answering service. The school is connected by a lease line to a commerical answering system where the operator determines the location of the incoming call and dials the appropriate school authority or the local police station directly.

      Local Alarms: (audible and visible devices): An example of this type of alarm is small, inexpensive siren with a high-pitched sound wave to frighten the vandals out of the building. (Green warns that neighbors usually do not respond to this type of alarm.) Another type of alarm in this category is the wall mounted, revolving red light, which has visibility up to 3,000 yards, or the high intensity strobe light.

   b. Custodians around the clock; or one who lives on the property in a trailer.

   c. Neighborhood cooperation to report any suspicious activity such as:
      - Persons on the roof of the school.
      - Anyone throwing objects at windows.
      - Anyone shooting a weapon of any kind.
      - Any kind of fire on the school grounds.
      - Anyone tampering with driver education sedans or school buses.
      - Anyone operating minibikes on school grounds.
      - Any other suspicious or criminal acts.

DEALING WITH DISCIPLINE PROBLEMS

- **conflict: ways of dealing with it**
- **techniques**
  - Alder's approach
  - behavior contracting
  - behavior modification
  - changing the environment
  - corporal punishment
  - curriculum on conflict management
  - democratic problem-solving
  - Glasser's approach
  - police, courts, and training schools
  - referral
  - social literacy
  - suspensions, expulsions, and pushing out
  - transactional analysis
- **promising programs and practices**

CONFLICT: WAYS OF DEALING WITH IT

on deciding what to do . . .

the quality
of a
decision
depends upon
who
makes
it.

many schools
have
discovered that

decisions about school discipline
are better conceived
and
better accepted

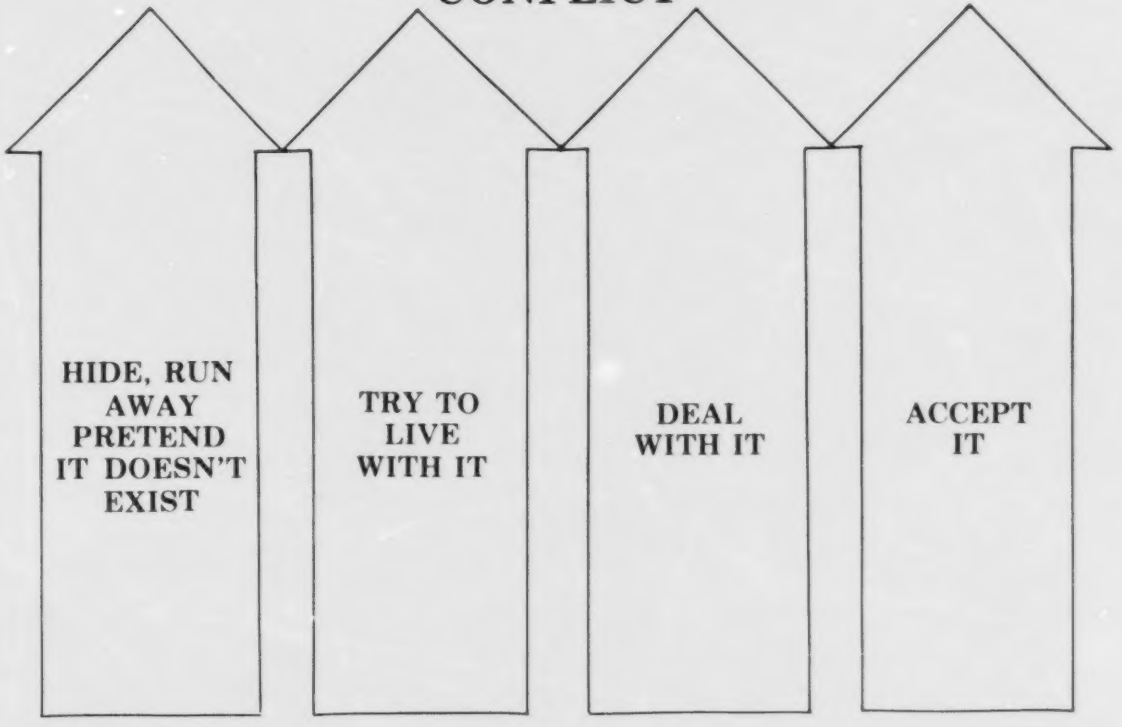
when
students,
teachers,
parents,
and administrators
make
them
together.

School discipline problems are conflicts between what the student is doing and what the teacher wants him/her to do.

Some people want to avoid conflict at all costs. But, disagreements and clashes between people are inevitable — since each person is different from the next.

The sensible thing to do, then, is to understand conflict and react to it in a way that satisfies your own needs and those of the other person.

DIFFERENT WAYS TO REACT TO CONFLICT



Unfortunately, pretending doesn't always make it so.

Instead, problems usually
grow and
grow and
grow
until
you can't pretend any more
and
the problem
is much harder
to solve than it was
in the beginning

still, many people
try to pretend.

Accepting a conflict and living with it are both ways of surviving what you can't change and you can't wish away . . . but they are two very different variations.

ACCEPTING IT

Accepting a conflict is affirming your right and the other person's right to be different.

You find a way to live your own life as peacefully as possible, knowing that the conflict still exists.

Accepting a conflict usually means that you have to change your feelings to allow yourself to tolerate someone/something that is different.

LIVING WITH IT

Living with something is surrendering to it because you can't resolve it, you can't accept it, and you can't pretend it doesn't exist.

So, you bottle your feelings up inside, push them down deep out of sight, and wait for them to eat you up. They're going to come out sometime — probably in a way you won't be able to control and in a way you won't like.

COPING WITH ANGER

Anger exists; it is built into the nervous system. Everyone needs to recognize, understand, and channel this ever-present emotion so that it does not become destructive. It is a serious, damaging condition not to be able to express anger. We either allow it to fester so that when it is expressed it becomes explosive; we turn it inward so that it becomes depression, ulcers, or heart attacks; we take it out on other people who did not cause it; or we learn to resolve it.

According to psychiatrist, Dr. Leo Madow,[2] there are four steps which may lead to reasonable resolution of anger. The first step is to recognize the anger. People often speak of being disappointed, frustrated, or let down when they are actually repressing anger. The anger may be denied because we feel guilty about it, that it is not nice, or we are afraid to express it. There are many clues to repressed anger such as unexplained tension, depression, annoyance, feelings of harassment, hurt, or being ready to explode. An important fact to remember in recognizing anger is that anger is not always reasonable; emotions are not governed by reason. For example, a parent can be very angry at a small baby but may feel that admitting it would be socially unacceptable. Thus, getting in touch with the anger is the first step to resolving it.

Once you have recognized that you are indeed angry, the problem is to try to understand where the anger is coming from. We often displace our anger unconsciously. We may be very angry about the way we were treated as a child and we may continue to take it out on someone else. The second step, then, is to recognize the real source of your anger. This may require professional help.

When you recognize your anger and know where it is coming from, the third step is to try to understand the **reason** for your anger. Some people feel so guilty about their angry feelings that they try to overcompensate to deny them. An example is the saccharine-sweet person who is not really sweet at all but a bitter individual, and, because we sense this, we find such people uncomfortable to be with. Such people are not being real, and they put people off. We often experience anger because we have taken something personally that was not personal at all. For instance, if a driver cuts in front of you in traffic, you may get furious at him. It is important to realize that he is not doing this to you personally; he would probably have done it to anyone.

The fourth step is to deal with the anger realistically. A confrontation with the person provoking the anger may be reasonable. If confrontation is impractical or impossible and you **must** put up with the situation, you should find other outlets for the energy. Some useful outlets are: strenuous exercise, beating on a pillow, beating on a dummy or other inanimate object with a bataka or other instrument which does not inflict damage, going into the woods and screaming, writing a letter to someone and tearing it up, role-playing using a chair as the person you are angry with, or simply talking it over with a friend. The important thing is to get it out so that it does not cause harm.

If you choose a confrontation with the person causing the anger, let us consider some ways in which anger can be expressed usefully without undue harm to human relationships. It is important to consider the other person's feelings. Being accusatory will only make the situation worse. There is a difference between "I am angry at the way you're treating me" and "You are a rotten, evil person." It should be made clear that you value the person but do not like a particular behavior. By communicating how the behavior is affecting you, you are not "wiping out" the other person, but making them aware of your feelings and clearing the air so that the bad feelings do not fester and the possibility of a better relationship between the two of you exists. Another byproduct of this type of exchange ("I-message") is that it allows the other person to express how you personally may have contributed to the situation, thus giving you some insights you previously did not have. In a confrontation, try to have a clear, honest, complete exchange about the particular situation without being belittling, hostile, threatening, accusatory, or falsely cheerful. It requires courage to confront someone this way, but the benefits are usually worth the risk. Learning to control negative emotions can be an important avenue to personal growth and maturity.

DEALING WITH CONFLICTS

As a teacher who is responsible for promoting learning and protecting the safety of your students, you cannot ignore, accept, or live with many types of classroom conflicts. That leaves only one choice: deal with them.

There are three general goals when dealing with discipline problems:

1. Protect the health, safety, and the right of all students to learn
2. Repair the damage as much as possible
3. Prevent the reoccurrence of such behavior in the future

Goal 1: Protecting Health, Safety, and the Right of all Students To Learn

Your first concern must be to protect persons and property from harm and to guarantee that all students may concentrate on learning.

In the case of violence or vandalism, it is always best, if possible, to obtain assistance before attempting to stop a fight or attack — although your presence and a forceful reprimand frequently will control the misbehavior.

All school personnel should have some basic training in first aid, at least enough to know how to stop bleeding and how to administer mouth-to-mouth resuscitation. One faculty member specially trained in this area should be on the school grounds at all times. One or more of the staff should be trained in the physical and psychological aspects of various prescription and illegal drugs, including antedotes and counseling techniques. Emergency medical personnel should be contacted whenever necessary.

In cases of a disruptive student, a verbal reprimand often stops the behavior long enough for you to return the class to a relative calm and to choose a plan for preventing a reoccurrence of the behavior. In some instances, however, it may be necessary to remove the student to a "time-out" place where he/she may calm down and lose the reward of negative attention.

Goal 2: Repair the Damage

- In terms of property damage, calculate the entire cost of the vandalism, including the costs of materials, repair services, clean-up personnel, and the like.
- Send a letter to the student's parent or guardian describing the cost involved, stating the parent's liability, and informing the parent of the school district's intent to recover its losses. Instruct the parent to contact a school official to discuss repayment.
- If no word is received from the parent, consider referring the case to the school attorney or taking some other action to guarantee repayment. Send a final letter to the parent stating the district's intended action if repayment terms are not arranged.
- If there is still no answer, follow through on this with more serious action.

As an alternative to repayment by parents, many schools have found that having the vandal himself/herself work off the cost of the damage has a more constructive effect on the vandal.

Goal 3: Prevent Reoccurrence of Disruptive Behavior in the Future

Suggested below are several general guidelines for effectively preventing the reoccurrence of disruptive behavior:

- Any long-term solution must satisfy the needs of both the student and the teacher.
- "Out of sight, out of mind" doesn't prevent future misbehavior and robs the student of the help he/she needs.
- People do not change unless they believe that their behavior is a problem for them.
- The quickest solution is seldom the best one. In the long run, you save time and energy by solving the problem instead of removing it from sight or patching it over.
- The way in which you deal with a discipline situation is affected by:
  - your attitude about yourself and the student
  - your personal experiences outside the classroom related to such situations
  - other pressures and responsibilities on your mind, and your health
  - what you believe other people expect you to do — as well as
  - the particular facts of the situation at hand

- You may be the cause or at least a contributing factor to the problem.
- The problem behavior may be the result of what is going on now or something that has already happened; of things inside the classroom or outside of it; of what you are doing or what other people are doing; however, you cannot solve a problem unless you recognize and deal with what is going on here and now.
- Solutions are most likely to be accepted and carried out if the teacher and the student agree on them together.

"Schools are hit by vandalism because they represent failure to children. Violence comes from a person feeling: 'Nobody cares for me.' We've got to develop a sense of community and community action. No police force is ever going to be able to combat juvenile crime and vandalism."

Dr. Philip Zimbardo
Stanford University

Speaking Out[33]

By
Steve Levine,
17-year-old student
Denver, Colorado

The very nature of the high school is dour and unpleasant and seems to invite destruction. Whether it is old or new, its floors are most often tiled, its halls are usually beige or pink or tan or gray or light green. It may be lined with that coldly evil ceramic brick. The cafeterias tend to bear an odor commensurate with the quality of the GSA surplus food they serve. The classrooms are arranged as tightly as a baseball diamond: one large desk facing 30 small ones. As the new protective measures are put into effect the schools begin to look and function more and more like early industrial revolution factories.

In such an atmosphere, a deeply alienated student, a student with failing grades, a student with a poor disciplinary record, a student who is bored or angry or addictive, a student who is unpopular or inarticulate or frustrated, a student with great ambitions or a student with no ambitions at all, has little room to breathe and only the dimmest window out of which to see. He cannot effectively change the system in which he lives and he cannot leave it without jeopardizing his future.

If a school cannot be changed, it can at least be injured. Vandalism, however primitive it may seem, carries a distinct political valence. Whether it be as large an act as arson, or as small a one as the casual dismantling of a typewriter (a sort of activity carried on absent-mindedly by even good students), it is a register of dissatisfaction.

The destruction of school property, then, is a symptom of a complicated social sickness and its cure lies not in such ineffectual palliatives as dogs or alarms or guards but in a re-evaluation of educational philosophy.

Vandalism is a way of forcibly stopping the educational machine. It represents a hurt and a fury and most of all an aching loneliness and estrangement far too deep to be expunged by quick, symptomatic means. To save schools we must have a blank check and the fresh insights necessary to build visionary institutions that, simply, people will neither need to destroy nor want to destroy.

High School: The Process and The Place
— Robert Propst

TECHNIQUES

A variety of specific techniques have been offered for preventing the reoccurrance of disruptive behavior in the classroom. Some are more effective than others; some are more harmful than others.

The following pages describe thirteen such techniques (listed in alphabetical order):

- Adler's Approach
- behavior contracting
- behavior modification
- changing the environment
- corporal punishment
- curriculum on conflict management
- democratic problem-solving
- Glasser's Approach
- police, courts, and training schools
- referral
- suspension and expulsion
- social literacy
- transactional analysis

ADLER'S APPROACH[34]

Dr. Alfred Adler has identified four common goals that prompt misbehavior by children under 12 years old:

- attention
- power
- revenge
- inadequacy

After age 12, other goals are added which interact with these basic four.

Adler's approach to discipline problems, then, is to:

- Help the child understand the goal of his/her misbehavior
- Stop making the misbehavior worthwhile to the child
- Look for ways to encourage the child

Procedures for Helping the Child Learn the Goal of His/her Misbehavior:

1. It is done one-on-one and must be done in a friendly atmosphere and in a friendly way. (If angry or upset, please wait)
2. "Mary, do you know why you _____ in class?"
   (name the specific behavior)
   Whether she answers "yes" or "no," proceed in the same way.
3. "Could I tell you what I think?" This is asking for his/her permission to give our opinion.
4. a) "Could it be that you think I won't notice you?" (Whatever the child is up to) ATTENTION
   b) "Could it be that you want to show me that you can do what you want and no one can make you do anything?" POWER
   c) "Could it be that you want to hurt me, or perhaps hurt your classmates?" REVENGE
   d) "Could it be that you feel you won't be able to do as well as you'd like to, so you'd rather not try at all?" INADEQUACY

When you are on the right track you will be able to observe a "Recognition Reflex" on the child's face. This is a sudden smile, with direct eye contact, giving the appearance of an involuntary reflex that cannot be avoided. If you have guessed wrong, you will know it and be able to eliminate that goal of misbehavior.

Caution:

This technique is powerful and must be **used with care and understanding.** The student must feel that he/she is understood by someone who is sympathetic to his/her difficulty.

1. Beware of using your knowledge of goals to label or accuse. Remember that the student, first of all, is discouraged, not "seeking attention." If you use your superior knowledge and defeat him/her, labeling will be experienced by the child as humiliating and more discouraging.
2. **Any exchange between adult and child in which the mistaken goal is identified must always be followed by a discussion of what you, TOGETHER, can do to work out a way of changing the disturbing behavior.**
3. If you expect to win cooperation, remember that the discussion with the child must never take to form of a lecture. It must be friendly and cooperative, "together we can work this out."

Procedures for not making the behavior worthwhile and for encouraging the child are illustrated on the following pages .

ATTENTION

"I may not be a winner, but at least I will not be overlooked if I can obtain special attention, fuss or service."

Child's Behavior

Noisy, restless, showoff, undue pleasing, talks out, makes minor mischief, clowns, "hyperactive."

Your Personal Reaction to Child's Behavior

You feel annoyed. The child seems to be a pest or a nuisance taking up too much of your time.

Child's Response to Correction

Child stops — for a short time.

How to Help the Child

Whenever practical, **ignore** the misbehavior. In any case, minimize the attention it gets. Recognize helpful behavior, wait for quiet. Try responding to this behavior in a way opposite of what the child expects.

POWER

"I may not be a winner, but at least
I can show people that they cannot
defeat me, or stop me from doing what
I want, or make me do what they want."

Child's Behavior

Agressive, defies authority, insolent, refuses to do work, lies, disobeys, uses temper, tries to be the boss, pouts, cries when can't get own way.

Your Personal Reaction to Child's Behavior

You feel frustrated, defeated, angry, you may feel your leadership is threatened.

Child's Response to Correction

Misbehavior continues, may even become worse when corrected.

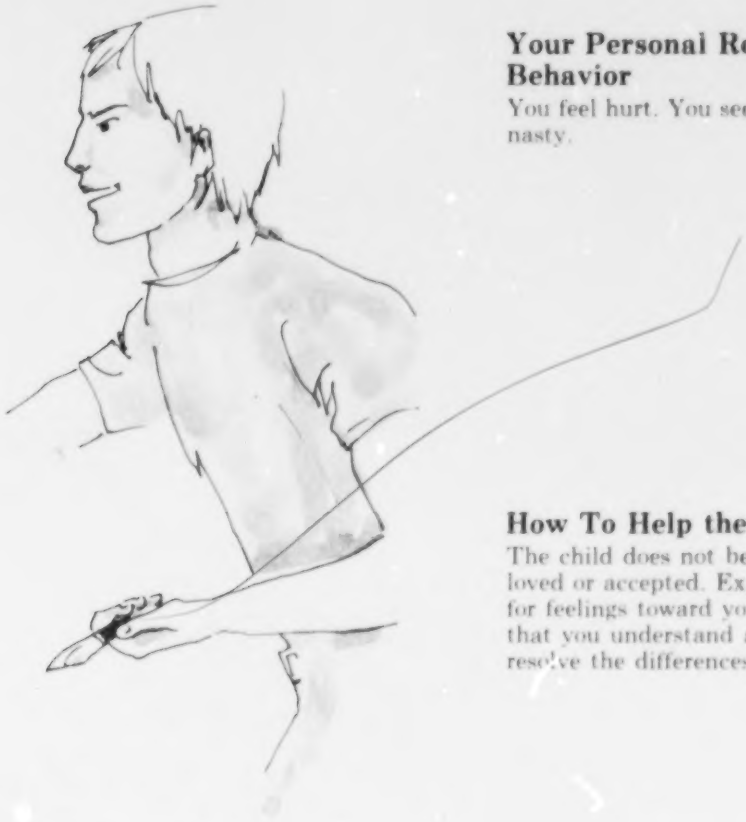
How to Help the Child

Put yourself out of the power struggle. Ask child to do something helpful. Expect to be tested. Admit your limitations. Show respect and model cooperation.

REVENGE

"People do not care for me,
but at least I can do things
to strike back when I am hurt."

Child's Behavior
Violent, brutal, sullen. Verbally and/or physically hurtful of peers or adults.



Your Personal Reaction to Child's Behavior
You feel hurt. You see the child as mean or nasty.

Child's Reaction to Correction
Correction causes child to shift to even more violent attacks, to retaliate.

How To Help the Child
The child does not believe he/she can be loved or accepted. Expect to be tested. Ask for feelings toward you. Let the child know that you understand and care and want to resolve the differences.

INADEQUACY

"I will not be able to measure up, but at least if I do nothing people may leave me alone."

Child's Behavior
Does nothing, will not try if attempts something, gives up easily, meek, typically not recognized as a discipline problem.

Your Personal Reaction to Child's Behavior
You feel helpless, want to give up. "What can I do to help?"

Child's Response to Correction
No response when corrected.

How to Help the Child
Help this child to stumble onto that fact that he/she can do some things well. Do not emphasize deficiency — he/she expects this. Recognize positive contributions, but without a great deal of flourish. Make a special effort to draw this child out.

BEHAVIOR CONTRACTING[35]

A contract implies that each party desires something from the other, and, that there is an agreement upon an equitable exchange. Each individual gives or loses something and gains or obtains something of perceived equivalance.

Written contracts because they spell out exactly what is expected or not expected in the agreement between two people are more successful than verbal agreements, although after success with several written contracts students may want to try implied contracts.

One should begin with easily and rapidly met written contracts. A series of short contracts provide more success than one all-or-none contract.

When a problem comes up that the teacher feels a need to do something about, the student and teacher must sit down calmly together and discuss it. The teacher should give a credible concrete reason why the behavior causes a problem. This may require the teacher to observe the behavior and consequences of the behavior in the class without reacting immediately to stop the behavior.

The teacher's attitude is most important; it must be one of cooperation and patience. There are two major steps in arranging a behavior contract:

Step I:

1. State problem

   The teacher here should give the student a credible concrete reason why she/he feels the distracting (or a specific) behavior should be changed.

2. The teacher and student together talk about alternatives to the behavior. The teacher can ask, "What do you think we can do to help this situation improve?"

   Both teacher and student **brainstorm many** possible alternatives. Do not eliminate any during this brainstorming step. Alternatives which include the principal and/or suspension must be included.

3. The student and teacher at this point look at all alternatives and come to a mutual agreement as to which **one** to try. The teacher and student must also discuss the possible consequences of the contract not working, and agree on one.

4. They must agree to evaluate the contract's success after a predetermined time period.

Step II:

This step involves writing the contract. The rough draft is written together and may be copied later to ensure each party a copy.

1. The contract is a two-person interaction where both parties are agreed as to what is expected of each.
   a. Details must be spelled out.
   b. All expectations must be described explicitly.
   c. Both parties must be able to state end goal.
   d. Both parties can clearly tell you what is **not** expected.
   e. The agreed upon penalty for not fulfilling the contract must be spelled out.
2. The contract must be fair.
   a. Neither member involved in the contract must feel abused.
   b. An initially fair contract may not be fair at a later date.
   c. A good contract needs to be assessed or renegotiated periodically.
3. The contract must have a goal which is mutually agreed upon. Sometimes the end goals are different, but if their individual goals are met simultaneously then both can be satisfied.
4. The contract must be reasonable and feasible. The terms of the contract must not be impossible.
5. The contract must be concluded to the mutual satisfaction of both parties and an assessment of the total contractual agreement by both parties.
6. The form can be written in any way the two parties agree. A sample form follows.

CONTRACT

CONTRACT BETWEEN _____ **and** _____

MADE ON _____.

_____ **AGREES . . . .**

_____ **AGREES . . . .**

CONSEQUENCES _____

_____

DATE FOR RE-EVALUATION: _____

SIGNED: _____

_____

BEHAVIOR MODIFICATION

Basic Principles[36]

1. **Behavior is influenced by its consequences.** Behavior that is rewarded is more likely to be repeated; and vice versa.
2. **Teachers' behavior influences students' behavior.**
   a. **Positive reinforcement** — Anything can be a positive reinforcer if it increases the likelihood of the behavior. Some positive reinforcers are smiles, pats, winks, verbal approval, and tangible rewards.
   b. **Punishment and negative reinforcement** — example of negative reinforcement is social disapproval. It may decrease negative behavior without promoting a positive alternative; can harm the child; can eventually become a positive reinforcer; e.g., the child who gains attention through misbehavior.
   c. The more promptly reinforcement follows an action, the more effective it will be.
   d. A large behavior can be shaped by reinforcing smaller related behaviors; e.g., reinforcing a loud, screaming child for humming instead.
   e. Continued reinforcement of the same kind may lose its effectiveness.
   f. Once the behavior has been established, it is more effective to give the reinforcer only some of the time rather than all the time.
   g. In some instances, merely ignoring the unproductive behavior may be effective in eliminating it.

How to Use Behavior Modification[37]

CAUTION

Behavior modification can be very powerful.

You should receive professional training before attempting to use behavior modification techniques.

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1. **Establish reasonable and ethical goals.**
   - Do not use behavior modification to manipulate or squelch creativity.
   - Work directly with the student to establish behavioral objectives.
   - Separate behavior which actually interferes with learning or threatens safety from those which conflict with your values or convenience.
   - Set goals for helping the child to learn more, not just for decreasing disruptive behavior.
   - Allow as much variance among students as possible.
   - Avoid conflicts as much as possible between school goals and family goals.
2. **Make class rules**
   - Make rules short and to the point; 5 or 6 rules are enough; fewer for younger children.
   - Phrase rules positively.
   - Review rules with class at times other than when someone misbehaves.
   - Ask children to explain rules for clarity.
3. **Observe and Record Behavior**
   - Identify the specific problem behavior(s).
   - Keep an objective record on the frequency of the behavior; can be done by teacher, volunteers, or the students themselves.
   - Note the frequency of the behavior before and after the reinforcement program is introduced. Use only one reinforcer at a time so that its effects can be pinpointed.
   - Note any changes which occur when the reinforcer is suspended for a time and then reinstate it.
4. **Increase Productive Behavior**
   - Observe the child at being productive.
   - Point out productive behavior for class.
   - Start small; give praise and attention at the very first signs of productive behavior.
   - Vary reinforcers — praise with words, smiles, winks, touching, gold stars, candy, and the like.
   - Devise individually effective reinforcers, depending on the likes and dislikes of the child.
   - Try contingency contracts — written agreements by which a student will receive a certain reinforcer if he/she does X.
5. **Decrease Unproductive Behavior**
   - Ignoring

     Unproductive behavior is usually

prompted by the desire to gain attention; therefore, ignoring it can eliminate it; can be used unless behavior threatens health or safety or disrupts class too much.

- Isolation

  When behavior cannot be ignored, child can be removed to a safe and secluded place within the school; can be a severe blow, particularly to elementary children; should be used cautiously; most effective if applied swiftly and for short periods.

- Looking for the positive

  Praise or otherwise reinforce positive alternatives.

Four Classroom Case Studies[38]

Here are a few cases culled from professional journals in which the ideas reviewed here have been applied in classrooms throughout the country.

Case 1. Getting Children to Attend to Academic Tasks

Jim Randall, a newcomer to teaching, was assigned a class of 30 sixth-graders in a public school located in a rundown, low-income neighborhood. The principal became concerned over continued high rates of disturbing, unproductive behavior in Mr. Randall's class. Things were especially out of control during periods set aside for study.

Mr. Randall was not aware of many of the terms, ideas, and procedures already discussed. Fortunately, someone showed him how they might be useful in solving his problems.

Mr. Randall focused on one specific academic problem; nonattendance of pupils during the academic task period. He arranged to have a student observer present in his room during the same period of certain days. Whenever a particular pupil was out of his seat, cleaning out his desk, tapping a pencil, or otherwise not attending the task during that period, the observer entered an "N" (for nonattendance) on a record sheet. An "A" indicated attendance or task-appropriate behavior (writing an assignment, looking in the book). In this way Mr. Randall was able to obtain a baseline record. The observer also gave the teacher a baseline of his behavior. This gave Mr. Randall an idea of what **he** was doing and when he was doing it.

After establishing the baseline, Jim Randall introduced a special condition into the situation. He would show interest and give children verbal attention if he found them engaging in appropriate study behavior. During the baseline period, the average attendance to task rate was 44 percent. The rate increased to 72 percent during the reinforcement period. This meant that Mr. Randall's planned use of a reinforcer (attention) was having a dramatic influence over study behavior. During a brief reversal period, reinforcements were given for study behavior. There was a precipitous drop in on-task behavior. Resumption of reinforcement resulted in a return to a high rate of purposeful behavior during academic periods.

At one point before the initiation of the reinforcement program, the principal had called Mr. Randall's status precarious and considered replacing him. At that time, Jim Randall was fully aware of his position and had been filled with self-doubt. However, in addition to developing skill in creating a productive learning environment, he developed more self-confidence. "You know, I think I'm going to make it." He did make it and was offered and accepted a contract to continue teaching.

Case 2. Using a Token Economy in the Classroom

Reinforcers can be material (candy, cookies, pennies). They can also be symbolic and have exchange value (points, stars). For some children grades are highly meaningful symbols; for others, they mean little or may even have negative value. A token is a stimulus that acquires value because of its cash-in properties. Using effective tokens may help a teacher strengthen pupils' productive behavior.

Helen Kennedy had a special class of fourth-graders. These children posed problems in regular classrooms. They had more than their share of temper tantrums; they resisted authority and in many ways made life miserable for their teachers. Helen decided to try a token economy.

At the first meeting of her class, she reviewed how the economy would work. The standard subjects of elementary education were broken down into a series of sequenced exercise sheets with instructions to the pupil about how to carry out assignments. Class began each day with each child being given an exercise sheet appropriate to his level. The child worked on the assigned problems, after which he was instructed to go directly to the teacher. He earned points (tokens) in proportion to the quality of his work. The points had reinforcing value according to a formal economic system. Ten points earned participation in recess activities; 20 points earned either a double length recess or, if the pupil preferred, the opportunity to feed three caged animals in the classroom.

Miss Kennedy enlisted the children's cooperation in arranging the rules under which the economy worked. As a result of their mutual planning, it was agreed another 20 points alternative would be serving as teacher's assistant, scoring the simpler exercises, and dispensing tokens for one-half hour. A child who had tokens valued at 25 points could have the high drama of being chauffeured home after school in the teacher's new convertible.

Helen Kennedy didn't arrive at the token economy overnight. She had to make a number of decisions. For example, she felt that a price tag should not be placed on everything. Consequently, her pupils did not need tokens in order to get a drink of water or sharpen a pencil. During the early weeks of her token program, she had to make several adjustments in values to take account of the relative popularities of different activities.

What were the results of Helen Kennedy's program? By the second day the class was quiet except for occasional enthusiastic exclamations following token successes. Miss Kennedy's and the pupils' facial expressions became more cheerful. School, exercise problems, reading, and teacher became associated with fun. The token system helped circumvent the need for coercive controls. One child, officially described as "uncontrollable," had had numerous temper tantrums. Following his first tantrum in the token economy class, he was told that he could have that one free, but subsequent tantrums would cost him 10 points. Tantrums soon disappeared from his repertory.

There were a number of outcomes of Helen Kennedy's work. The children came to resent interference with their work activities. All of the children went completely through fourth and fifth grade exercises during the first 7 ½ months of the token economy. Half of them completed the sixth grade assignments. Two children successfully completed the seventh-grade materials. Thus, Helen Kennedy's approach not only made school life more pleasant and satisfying for everyone, it also enabled each individual pupil to progress academically at as fast a rate as possible.

Case 3. **A Way To Handle Tardiness**

Principles of Behavior Modification can be used with severe problems, such as those posed by Miss Kennedy's pupils, or with relatively minor but annoying, unproductive behavior.

Fran Hardy had a class of 25 fifth-graders from upper middle-class families. The boys and girls in the class were allowed to go to the restroom and to visit the drinking fountain following recesses. While most pupils returned promptly to class, there were a few stragglers who returned a minute or two after class had resumed. This caused confusion in the total classroom, delayed the start of class, and annoyed Mrs. Hardy. After a course in which principles of classroom management were discussed, she hit upon this possible solution to her problem.

She observed who was late in returning to class following every recess. This provided a baseline that would permit her to gauge the effectiveness of her approach.

The tactic she employed was to close the classroom door 4 minutes after the first pupil entered the hallway outside the classroom on his way to the restroom following recess. Any pupil who entered the classroom after the door was closed was counted as being late. A pupil observed to be especially prompt was chosen to make a record of the number of late pupils. Mrs. Hardy chose as a daily reinforcing event, a list of pupils who were on time. The list was posted on the bulletin board each day before the close time for school. The names of all children inside the classroom before the door was closed were placed on the "On Time" chart. Fran Hardy's success was clear-cut: tardiness virtually disappeared.

Mrs. Hardy made one noteworthy observation in the course of conducting her experiment. At first, she decided what the list of "On Timers" would include; the names of only those pupils who returned promptly from the morning recess: No reinforcing contingencies were associated with the afternoon recess. She found that listing the morning's "On Timers" did not have a strong carry-over effect on the return of pupils from the afternoon recess. When an "On Timer" was defined as a boy or girl who returned promptly to and from every recess on a gived day, the morning-afternoon disparity faded away. Fran Hardy learned that her pupils could become very attentive to the consequences of their behavior and that they could discriminate between presence and absence on reinforcers.

Case 4. **Delinquency, Truancy, and Reinforcement**

A 14 year-old boy had a record replete with burglary, truancy, and running away. He was receiving failing grades in all his subjects and was considered incorrigible. When he entered a specially prepared reinforcement program, he was reading at about the second-grade level. The program involved tokens valued at fractions of a penny. The tokens could be cashed in for things the boy wanted. When he was working on increasing his vocabulary, he received a

highly valued token for each errorless paragraph. If he had to repeat the paragraph before getting it correct, he received a token that was somewhat depreciated in value. Under this regimen, the boy's attention span increased. He advanced to a fourth-grade level of reading and passed all his courses. The cost of the entire training program (cash value of all the tokens he earned) over a 4 $\frac{1}{2}$ month period was $20.31. As the program proceeded, the boy had to make more and more correct responses to get reinforced. Gradually he was weaned from the tangible rewards and gradually began to read because of the intrinsic pleasure he derived from it.

Objections to Behavior Modification

A number of objections have been raised to the ethical educational value of behavior modification.

1. A teacher using behavior modification decides what the acceptable behavior must be and uses rewards/punishments to manipulate child to behave that way; this is a closed system.
2. Behavior modification undermines internal control.
3. It prepares students for an imaginary world by teaching them that unacceptable behaviors will be ignored.
4. It can instruct children to be mercenary, to work only for the reward and not for the internal satisfaction of doing the job well.
5. It limits the ability of students to express their discontent with the teacher, with teaching methods, and the like.
6. Students may be influenced to act as if they are learning, when actually they are not internalizing the lesson.
7. Behavior modification emphasizes short-range instead of long-range results.
8. It makes students more passive and less motivated; centers responsibility on the teacher.
9. It may change the behavior, but does nothing to change the causes of that behavior.
10. It has questionable value when learning complex behaviors.

CHANGE THE ENVIRONMENT[39]

1. Enriching the Environment
   a. Magazines, games, books
   b. Special interest areas
   c. Special "mess" around area for drawing
2. Impoverishing the Environment
   a. Remove or put away magazines, games, books
   b. Special interest areas off limits at certain times
   c. Only allowing certain activities in specified places
3. Simplifying the Environment
   a. Special places for certain games and activities
   b. Arranging seats so they're easy to get to
   c. Pencil sharpener within reach
   d. Child's name on objects
   e. Readable list of rules
4. Restricting the Environment
   a. May have to remove child from regular classroom temporarily
   b. Have child remain in specified area of classroom
   c. Leaving the child with another teacher during special classroom events
5. Child-Proofing the Environment
   a. Durable plastic materials
   b. Durable covers on special materials
   c. Keeping personal valuables in safe place
   d. Putting breakables in safe place
6. Substituting One Activity for Another
   a. Choice of participating in more than one activity
   b. Getting students' opinion on choice of activities
7. Preparing Child for Change
   a. Discuss visits to zoo, park, etc.
   b. Discuss visitors to the classroom
   c. Explain guidelines for changing from one activity to another
   d. Discuss desired behavior in assembly, cafeteria, etc.
   e. Discuss movement in the hall, around the school, etc.

CORPORAL PUNISHMENT

"Corporal punishment doesn't work. Forget the bleeding hearts who whine that it's a humiliating experience, forget the rubes who bluster that it builds character. Corporal punishment simply doesn't work."[40]

Corporal punishment is a very controversial and very important issue as related to school discipline. Many parents, teachers, and administrators use it routinely; yet its critics are adamant about its ineffectiveness and cruel effects on children.

After extensive research, the National Education Association presented the following conclusions concerning corporal punishment:

"1. Physical punishment is an inefficient way to maintain order; it usually has to be repeated over and over.

"2. Physical punishment may increase disruptive behavior.

"3. Physical punishment hinders learning.

"4. Physical punishment is not suitable for any children, regardless of their socioeconomic status.

"5. Physical punishment is most often used on students who are physically weaker and smaller than the teacher.

"6. Physical punishment is often a symptom of frustration rather than a disciplinary procedure.

"7. Infliction of physical punishment is detrimental to the professional educator.

"8. Physical punishment does not develop self-discipline.

"9. Physical punishment develops agressive hostility.

"10. Physical punishment teaches that might is right.

"11. Physical punishment by educators is not comparable to that inflicted by parents.

"12. Students may prefer physical punishment to other alternatives offered them.

"13. Limitations on the way physical punishment is to be used are often regularly ignored.

"14. Physical punishment is legal in many places, but its constitutionality is being challenged in several court suits.

"15. The availability of physical punishment discourages teachers from seeking more effective means of discipline.

"16. The use of physical punishment inclines everyone in the school community to regard students as less than human and the school as dehumanizing."[41]

A 1976 survey by the Philadelphia Public Schools discovered the following facts about the use of corporal punishment in schools throughout the Nation:

1. Corporal punishment is illegal in seven states:
   - Alabama
   - Alaska
   - Arizona
   - Massachusetts
   - Missouri
   - New Jersey
   - Rhode Island
2. Every state, however, except two, (New Jersey and West Virginia) reported that corporal punishment is used in schools.
3. Every responding state except one stated that the policy concerning the use of corporal punishment was determined on a local level. Only Vermont answered that policy was decided by the State Government.
4. When asked who administered corporal punishment in their state, the Philadelphia survey received the following responses:
   - 31 states — "principals"
   - 31 states — "teachers"
   - 7 states — "administrators"
   - 7 states — "certified employees"
   - 2 states — "non-certified employees and bus drivers"
5. Eight states answered that written reports were required when administering corporal punishment. Eleven states responded that no written reports were required.

A Statistical Taskmaster

One German schoolmaster kept an exact record for 51 years, revealing that he had struck 911,527 blows with a cane, 124,010 with a rod, 20,989 with a ruler, 136,715 with his hand, 12,235 blows to the mouth, 7,905 boxes to the ear, and 1,115,800 raps on the head—in addition to making 777 boys stand on peas, 613 kneel on a triangular block of wood, and 5,000 wear a dunce's cap.[42]

A number of school officials believe that corporal punishment is necessary to maintain order in the schools.

"I would not be the principal of a school if I had to first contact the parent before I could administer, in terms of my professional judgment, corporal punishment. Nor would I want to be a superintendent of schools where this kind of policy was required."

"(Dallas teachers) must have the authority to spank but only as a last resort and only after careful counseling with the child and parent."

Supt. Nolan Estes, Dallas[43]

The NEA Task Force sharply disagrees with this conclusion and offers a number of alternatives which it feels are more effective. Some of the short-range alternatives include:[44]

- Student-teacher agreement on immediate alternatives.
- Counseling on a one-to-one basis by everyone from teachers and adminstrators, through parents and other volunteers, to psychologists and psychiatrists for both disruptive students and distraught teachers.
- Alternate learning experiences for students "who are bored, turned off or otherwise unreceptive" to traditional educational experiences.
- Inservice programs to help teachers and other school staff learn a variety of techniques for building better interpersonal relations between themselves and students.
- Class discussion of good and bad behavior, their causes and consequences.

Suggestions are offered throughout this book for preventing and dealing with discipline problems without the use of corporal punishment.

According to recent action of the U. S. Supreme Court, corporal punishment may be used in schools — without parental permission — under certain conditions:[45]

- if the force is reasonable
- if it is not used as a "first line of punishment" for behavior (except for acts "so anti-social and disruptive as to shock the conscience")
- if milder forms of punishment have been used first
- if minimal procedural due process has been given (such as warning what kinds of behavior will result in a spanking)
- if a second school official witnesses the spanking
- and if parents are given a written explanation of the punishment if they ask for it

However, the U. S. Supreme Court will soon reopen the corporal punishment issue when it hears the *Ingraham v Wright* case, where the issue is excessive use. (The *Baker* decision in the last term, which upheld the practice, dealt only with "reasonable use."

The American Psychological Association has begun a campaign against corporal punishment. The Association is establishing a National Center for the Study of Corporal Punishment at Temple University.

"HERE IS EDWARD BEAR

coming downstairs now,
bump, bump
on the back of his head
behind Christopher Robin.
It is, as far as he knows, the only
way of coming downstairs,
but sometimes he feels
that there is another way,
if only he could stop bumping
for a moment and think of it."

Winnie-the-Pooh

CURRICULUM ON CONFLICT MANAGEMENT[46]

Conflict is an inevitable part of living. It builds within us as inner forces opposing each other and outside us as we find ourselves in conflict with forces around us. Poor conflict resolution can be found in any school in the form of bullying, fighting, verbal insults, withdrawing and resentment, and other negative behavior. It is unrealistic to expect to live without conflict; therefore, we need to be prepared to cope with it and manage it effectively.

In order to teach children to do this, the CURRICULUM ON CONFLICT MANAGEMENT was developed. This Curriculum is part of the Human Development Program and teaches practical methods for dealing with conflicts. Furthermore, it helps children to respect themselves and others more and to move into more rewarding relationships.

The Curriculum offers resources for 30 sessions. Lesson guides give suggested discussion topics, selected films, suggestions on how to use role-playing, and other tools, techniques, and strategies. A sample session for older children might include viewing a film such as "Kids and Conflict," followed by a classroom discussion of the film and role-playing of various ways of reacting to a conflict. Sample discussion topics are "A Time When I Thought Something Was Funny Made Someone Else Mad," and "A Time When I Was Involved in a Misunderstanding."

The Curriculum systematizes three areas of social-emotional growth (1) Awareness—getting in touch with and discussing one's feelings, thoughts, and behaviors; (2) Social Interaction—learning to understand the feelings, thoughts and behaviors of others; and (3) Mastery—developing the self-confidence which helps you deal more effectively with people and things around you.

DEMOCRATIC PROBLEM-SOLVING

General Principles[47]

1. In a democratic classroom, students and teachers plan, organize, implement, and participate in shared activities.
2. Democracy does not mean that everyone does as he/she pleases; rather it means that decisions affecting a group are made by that group.
3. Democratic classrooms require that teachers share their power with students and accept them as equals, an idea that many adults cannot accept. Democratic teachers find that sharing power and encouraging mutual respect greatly reduces their need to assert power over their students.
4. The teacher needs to serve as a leader, but not as a boss. He/she needs to encourage leadership among the students.
5. The teacher should allow students to make mistakes and help them to learn from these mistakes. The exception is a behavior which threatens health or safety.
6. Students need to be trained in the techniques and responsibilities of democratic decision-making.
7. The move from autocracy to democracy can bring havoc unless the students are trained for their responsibilities and unless the teacher provides strong leadership.
8. It is very difficult — if not impossible — for teachers to promote democratic classrooms if they themselves are not treated democratically in the school system.

How To Use Democratic Problem-Solving

Step One

Define The Problem

Questions

What is the student actually doing?

When? Where? To what degree? What occurs just before it? After it? When does it increase, decrease, or otherwise change?

Is the behavior a problem? For whom?

- Does it actually harm you or hinder your ability to teach? (or does it simply differ from your values and opinions?)
- Does it actually harm other students or hinder them from learning?
- Does it actually harm the student who is doing it or hinder his/her ability to learn?

What does the student think about his/her behavior?

Is he/she aware it is a problem for you? For others? Is it a problem for the student?

Does the student have control over what he/she is doing?

Why or why not?

Techniques

1. Select a time that will allow for little interruption.
2. Tell the student there is a problem which must be solved. Use an "I" message instead of a "put-down" message.
3. Emphasize that you want to help in finding a solution which is acceptable to both of you.
4. Discover if the student recognizes the behavior as a person problem and feels any need to change.
5. Look past the symptoms and identify the "real problem."

Getting down to the real problem can be very difficult. First, you may know that you feel angry, sad, etc. about certain situations, but not be able to identify the general problem connecting these situations.

Also, you may be afraid of expressing your true feelings; because you're afraid that someone else will punish you or withdraw their love if you tell them what the real problem is to you.

The more intense your feelings about the situation are the weaker you feel, the more difficult it will be to identify the problem.

When you stop taking care of your own needs, you lose respect for yourself and others lose respect for you.

Step Two

Generate Possible Solutions

Questions

1. What are all the possible things that could be done which might solve the problem?
2. Could you accomplish anything more by taking an old idea and re-working it?
3. What are some new ideas?

Techniques

1. Write down both the student's suggestions and your own.
2. Do not evaluate, judge, or belittle any of the suggestions offered. Write them all down.
3. Keep pressing for additional alternatives, until it looks as though there won't be any more.

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1. What will you absolutely **not** agree to?
2. What must be a part of any agreement you make?
3. What has the best chance of achieving what both you and the student want?

Step Three

Evaluate the Alternative Solutions

1. Eliminate those suggestions which are immediately unacceptable.
2. Mutually combine alternatives to create a better alternative.
3. Judge each alternative on the basis of:
   - how well it satisfies the student
   - how well it satisfies you
   - practicality
   - its effects on others
   - probability of being a lasting solution

Step Four

Decide On The Best Solution

Questions

1. Which alternative promises to be most satisfying to both you and the student?
2. Is this alternative(s) possible? How can it be made possible?

Techniques

1. A solution may come from two alternatives — a compromise.
2. If the decision involves a number of points, you may want to write it down.

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1. Are you and the student really willing to make an earnest commitment?
2. What preliminary steps do you need to take before the solution can be implemented?

1. Make sure the student understands who is responsible for doing what when.
2. Complete preliminary steps.
3. Set a time when you will evaluate your progress.
4. Once a commitment is made, stick to it.

Step Five

Implement the Decision

Step Six

Evaluate and Use Feedback

Questions

1. To what degree is the problem solved?
2. In what ways is the solution most effective?
3. To what degree do you and the student feel satisfied as you had originally hoped?
4. How can your experience be used to improve your future actions?

Techniques

1. Not all decisions turn out to be good ones. You and the student may need to modify your plan and change your approach.
2. The alternative you tried may create more problems. If so, change that approach; modify your approach to the original problem; and use democratic techniques to find solutions for any subsequent problems.

GLASSER ON DISCIPLINE[48]

William Glasser says in order to have effective discipline, a school must be a good place to be—a place where students want to be. It must also be a place where students:

1. know the rules
2. agree with the rules
3. can make and change the rules (the rules **should not** be unchangeable)
4. know what will happen when they break the rules.

Glasser suggests that educators ask themselves: What am I doing now? Is it working? If it isn't working why keep perpetuating it? Make a decision to try something different. In making this decision, it is best to start with one child so you can begin to feel comfortable with the change you are trying. The steps involved include:

1. In order for a teacher to help a student change inappropriate behavior, certain prerequisites are necessary. These are:
   a. Showing concern for the other person; involving them with responsible beings as models.
   b. Recognizing of the uniqueness of the individual.
   c. Being human, caring, revealing oneself.
   d. Functioning in the present and toward the future; avoiding negative history.
   e. Planning to make the student's day a little better.
   f. Correcting quietly; no yelling or threatening.
2. In dealing with the specific behavior, one must establish what is being done, not why something has taken place.
3. The student is then asked to make a value judgment about his/her behavior, asking, "Is it helping anyone?"
4. Encourage the student to make a plan of action which will permit operation within the established rules. The plan should be reasonable.
5. Get a commitment from the student to carry out the plan. The commitment can be an informal verbal agreement, a handshake, or a formal written contract signed by both the student and teacher. A plan (contract) that does not have the student's firm commitment is likely to fail, and failure not only encourages a self-defeating identity but interferes with the process of stopping/preventing undesirable behavior. One needs to experience the rewards that come from fulfilling the plan.
6. Avoid accepting excuses. The teacher doesn't want reasons "why" the plan didn't work.
7. The teacher doesn't punish, but neither does the teacher interfere with the natural consequences for not carrying out the plan.

   Frequently, a student needs to think about the plan he/she wishes to establish; to do this, a time-out place in the classroom should be provided. At this time, the student is separated from the class but he/she can hear and see what's going on but cannot take part before deciding on an agreeable plan for functioning within the rules.

   If this doesn't work, the student is then sent out of the classroom (in a non-punitive manner) to another setting (i.e. office, supervised-observed-study room) where the student is permitted to work or just sit until he/she can develop a plan. The new surroundings sometimes are conducive to plan development. It is imperative that the atmosphere in this room also be non-punitive but at the same time not a fun place.
8. The student may need to go home for the day. Such action requires parent/community understanding of the reasons for such a step. The school takes this action in a non-punitive way and welcomes the student back the next day and encourages him/her to function within the rules. (This step is seldom used but at times is necessary.)
9. Some students are seriously disturbed and need professional help. All problems cannot be handled by the school.
10. Never give up! A significant part of learning to operate within rules and to eliminate unacceptable behavior is to let students know that someone cares for them and wants to help.

POLICE, COURTS, AND TRAINING SCHOOLS

Police

General Guidelines for Use of Police in Schools

1. **Determine school policy for the use of police on campus.** This policy will be based on existing laws and school system policy, as well as the particular needs of the school. This policy should define the conditions under which police will be deployed and disengaged. Supervision of police officers while on campus should be decided as well. Naturally, school officials and local law enforcement personnel should jointly determine policy.
2. **Make sure that all school personnel** — teachers, coaches, custodians, et al. **are aware of this policy and their responsibilities under it.**
3. **Brief local police on the physical layout of the school and any other practical details** they may need to know in order to respond effectively.
4. **Work to see that your area provides juvenile police officers** and/or trains its regular officers in juvenile law and in the most effective techniques for handling juvenile cases.
5. **Avoid any unnecessary force.**

Specific Roles of Police in Schools

1. **Patrol school grounds and buildings.**
2. **Be present at school dances and athletic events.**
3. **Instruct students on law-related subjects** through such programs as "Youth and the Law." These types of programs are designed to break down the barriers between police and students, as well as to teach students about their rights and responsibilities under the law.
4. **See that students receive the help they need.** Many communities have juvenile police officers who work exclusively with youth under age 18. Whenever possible, these officers attempt to divert young people out of the criminal justice system and refer them to community agencies through which they may receive counseling and other services. The officers themselves also provide counseling and individual help whenever possible.

   Having juvenile police officers is a distinct advantage since they are specifically trained in the laws concerning juveniles and in the needs of juveniles.

Courts

The district juvenile court judge has original jurisdiction over any cases involving persons under 18 years of age; however, if a person is accused of a serious crime who is at least 14 years old, then the judge may transfer the case to superior court for the juvenile to be tried as an adult.

Juvenile law prescribes a unique set of goals, terms, and procedures which are designed to protect the juvenile.[49] For example:

- Warrants are not written against juveniles; "petitions" are used to indicate the conditions for bringing a juvenile before the court. Any "responsible person" may sign a petition alleging that a child falls within one or more of the following categories:

Dependent — Is a child who is in need of placement, special care or treatment because such child has no parent, guardian or custodian to be responsible for his/her supervision or care, or whose parent, guardian or custodian is unable to provide for his/her supervision or care.

Neglected — Is any child who does not receive proper care or supervision or discipline from his/her parent, guardian, custodian or other person acting as a parent, or who has been abandoned, or who is not provided necessary medical care or other remedial care recognized under State law, or who lives in an environment injurious to his/her welfare, or who has been placed for care or adoption in violation of law.

Abused — Means a child less than 16 years of age whose parent or other person responsible for his/her care: a) Inflicts or allows to be inflicted upon such child a physical injury by other than accidental means which causes or creates a substantial risk of death or disfigurement or impairment of physical health or loss or impairment of function of any bodily organ, or b) Creates or allows to be created a substantial risk of physical injury to such child by other than accidental means which would be likely to cause death or disfigurement or impairment of physical health or loss or impairment of the function of any bodily organ, or c) Commits or allows to be committed any sex act upon a child in violation of law.

Undisciplined — Includes any child who is unlawfully absent from school, or who is regularly disobedient to his parent or guardian or custodian and beyond their disciplinary control, or who

is regularly found in places where it is unlawful for a child to be, or who has run away from home.

Delinquent — Includes any child who has committed any criminal offense under State law or under an ordinance of local government, including violations of the motor vehicle laws or a child who has violated the conditions of his probation under this article.

- Juveniles are not tried; they are "adjudicated."
- These legal proceedings are closed to the public.
- The decision of the court should be based on meeting the needs of the youth involved; not punishing him/her.

Training Schools

North Carolina operates large, residential training schools for those juveniles determined by the courts to need such detention. Training schools have been criticized severely in a number of recent studies. After studying training schools in the State, the North Carolina Bar Association reported the following:[50]

- North Carolina ranks first among all the states in the number of children committed to training school per capita.
- These children have been isolated in large institutions away from the mainstream of society and the result has been "Out of sight, out of mind."
- Many children are confined to institutions and stigmatized as delinquents because they happen to be unwanted, have unhappy and unstable family relationships, are poorly motivated, or have specific learning problems.
- A large number of children have been confined in training schools who should never have been there. Most of them are not guilty of any crime for which an adult would be punished, but are "incarcerated" for such activities as running away, disobedience, and truancy.
- The primary emphasis in most training schools is custody, not rehabilitation. In them exists a serious lack of family type relationships, which are so desperately needed by growing children. Segregated cells are routinely used for a variety of offenses.
- There is also a serious lack of adequate medical care; and some of the house-parents lack the training and emotional stability to meet the needs of their wards.
- There is considerable evidence that students are assigned to institutions on the basis of their race.
- Some children in training schools are as young as eight years old.

Based on the findings of this report and others, it must be concluded that young people have a much better opportunity to overcome their problems and grow into productive, happy people if they remain in their home communities and receive help through community-based services, such as counseling agencies and small residential treatment centers.

REFERRAL

Often, the teacher may not have the time or the expertise to give a child the help he/she really needs. In such cases, the child should be referred (and parents if necessary) to someone else who does have the time and expertise needed.

One important note:

Every referral should be followed up. The person referred may not go to the service or may not receive the quality of service you had thought the person would receive. Follow-up is also important so that your efforts are consistent with those of the other helping persons.

Listed below are some general types of services to which a student might be referred:

INSIDE SCHOOL

- school psychologist
- counselor
- principal
- school social worker
- clinic composed of several teachers for evaluating discipline problems and recommend action
- same age or different age peer counseling
- parents and community volunteers

OUTSIDE SCHOOL

- youth service bureaus
- big brother/big sister programs
- mental health clinics
- family service agencies, health departments, ministers, juvenile court counselors, and volunteers to the court
- private psychiatrists

SOCIAL LITERACY[51]

"The battle for students' attention" goes on in numerous schools. While tardy bells ring and rolls are called, students think of ways to stall the learning process. A common stalling device is called "milling game" in which students group together, ask irrelevant questions, walk leisurely to their seats while teacher frustration grows. This game is only one of some 35 commonly-occurring games which are played regularly in schools to avoid the learning process.

In an attempt to solve discipline problems, a study was conducted at Van Sickle Junior High School in Springfield, Massachusetts, by Professor Alfred Alschuler of the University of Massachusetts. Under his direction a group of graduate students and social studies teachers observed student behavior over a two-year period in an attempt to find solutions to the school's discipline problems. The study became known as the Social Literacy Training Project.

The focus of social literacy training is prevention of problem behavior. Based on the philosophy of Paulo Freire, a Brazilian educator who prepared slum dwellers in Recife for democratic participation in Brazil's government, social literacy in schools seeks to increase the democratic participation of students and faculty in school governance. Its goals are to decrease ill treatment of others, to stop blaming others for problems, and to work together in solving common problems.

The term "literacy" is used here as "the power to see, name, analyze and change reality." It is based on the theory that students and teachers have no formal vocabulary or methods of analyzing social relationships. Therefore, when we are powerless to name relationships and behaviors, we remain victimized by them. In an attempt to break this cycle and solve the discipline problem, a number of educational objectives and methods were developed.

The first objective was to teach everyone in school that the system of social relationships could be changed if unsatisfactory when they are analyzed. For example, a teacher can stop the "milling game" by simply recognizing it, naming it, and calling a stop to it. It actually happened when a teacher said to a group of students who were milling, "Okay, you are playing the milling game and I want it stopped right now!" The stunned students did in fact sit down. It was an important discovery, for by simply naming the obvious, the teacher had controlled it. Names are not neutral. They are tools. They are powerful.

Analyzing classroom discipline cycles was the second objective. Essentially analyzing meant arriving at answers with students to a number of questions about each discipline cycle: How does the cycle start? What are the rules? What position do you play? When are moves offensive? When are moves defensive? How do you get points? From whom do you get points? How do you go from "I win, you lost" cycles to "we both win" cycles?

The third objective involved transforming discipline cycles into the discipline of learning through negotiated changes in relationship rules. The new rules should increase internal self-regulation for both teachers and students, specify mutually-desired subject matter and increase mutual respect.

Social literacy support groups for teachers are organized to name common problems of teachers, analyze ways in which the system contributes to those problems, and provide mutual support in solving these problems. Teachers meet about once a week after school to engage in this process aided by a number of techniques that have been developed. One technique for naming the games played in school involves creating a "survival guide," a complete list of all the formal and informal rules of the school.

Another technique for naming social problems helped clarify some prime causes of interruptions during class. This involves a systematic method of assessing Mutually-Agreed-on Learning Time (MALT). At certain times during the class the observer decides whether or not students are paying attention to instructional material and records this information.

Another major method for increasing social literacy is the use of a classroom facilitator. This involves an individual (teacher, guidance counselor, supervisor, assistant principal or outside consultant) who acts as a coach who helps the team (in this case, the class and its leader, the teacher) improve its performance.

In summary, this project attempted to accomplish the following:

- Decrease the number of student victims and the harm they suffer.
- Increase the amount of mutually agreed upon learning time.
- Improve the attention quality upon subject matter.
- Improve relationships between students and teachers.
- Gain the power to make social relationships mutually rewarding.

SUSPENSIONS, EXPULSIONS, AND PUSHING OUT

There may be times when a student's behavior is so disruptive and out of control that he/she needs to be removed from the classroom. Often, this means that the student is suspended, expelled, or subtly urged to leave school permanently.

Suspension

In 1974, the Children's Defense Fund completed an extensive study concerning children out of school in America. Investigators for the Fund found that one elementary school child out of 24 and one secondary school child out of 13 had been suspended at least once in 1972-73. After interviewing students, parents, teachers, and adminstrators, and after studying the statistical data, the CDF report concluded that such a practice is unjust and terribly harmful to the children involved.

1. **Most children are suspended for offenses which are not serious.**
   - In one part of the study, CDF reported that 63.4 percent of the suspensions were for offenses which were not dangerous.
   - 24.5 percent were related to truancy and tardiness.
   - 8.5 percent were given for arguments or some kind of verbal confrontation.
   - 5.6 percent were not smoking.
   - Less than 3 percent of the children were suspended for destroying property, "criminal activity," or use of drugs and alcohol.
2. **Minorities are discriminated against in suspension.**
   - In the five-state area surveyed, 50 percent of the students suspended were minority, although minorities comprised less than 40 percent of the district's total enrollment.
   - At the secondary level, black students were suspended almost three times more often than whites.
   - Black students were suspended more repeatedly than white students.
   - Black males were suspended about three times more often than white males. Black females were suspended over 5 times more often than white females.
   - According to the surveyors, racial discrimination exists in some of the districts studied; and there is a "widespread belief among minority parents and children that race was a motivating factor in expulsion."
3. **Class discrimination exists in the use of school suspensions.**
   - Children are more likely to be suspended if their families are poor or if they live in families headed by females.
   - CDF attributes this pattern to "school intolerance for children who differ from the norm whether by race, income, handicap, language, or some other reason."
4. **Suspensions mean that children miss school work and greatly increase their likelihood of failure.**
   - Suspensions can cause children to miss days, weeks, or even months.
   - These absences are considered "unexcused," so that children are not allowed to make up their work.
   - Since many suspended children are doing poorly in school, this loss of class time often guarantees failure or dropping out.
5. **Suspensions deny children the help they need.**
   Children cannot receive the help they need for emotional, physical, and academic problems if they are put out into the streets.
6. **Suspensions damage children by labeling them.**
   Suspension causes a student to be labeled as a "trouble-maker" and treated as such for years to come.
7. **Suspensions Encourage Juvenile Delinquency.**
   - Failure and rejection lead many children to delinquency.
   - Suspended children often hang around the streets idly, causing trouble. Often, these children start fights or damage property around the school itself.
8. **Suspensions are not effective in improving student behavior.**
   - Most of the school officials surveyed did not think that suspensions served the educational or emotional interests of suspended children.

- Many felt that it was "a means to achieve other ends: to maintain their own authority, to force the parents to come to school, or to relieve teachers of problem *children*."

9. **Suspensions reward children for misbehavior.**
   - Children are rewarded for misbehavior by being allowed to leave school—what they wanted to do in the first place.
   - The practice of suspension for truancy or tardiness cases is particularly ironic.

Expulsions

Expulsions threaten the same hardships and injustices as suspensions, except that the action is much worse because it is permanent. Removing a child from school is a very serious action with life-long consequences for the student involved.

Pushing Out

Many critics — such as the Children's Defense Fund and the Southern Regional Council, Inc. — believe that "undesirable" students who are not suspended or expelled, are pushed out in other ways. These "undesirables" are primarily minority students from poor backgrounds who are "victims of continued resistance to desegregation."

According to these critics, **students are pushed out in a number of ways by the school faculty:**

- **They are harassed and rejected until they drop out.**
- **They are counseled or encouraged to drop out**; e.g., a child may be told, "You're 16 now; why don't you just drop out if you don't like it?
- **Their parents are not allowed to re-enroll them;** e.g., parents are told, "We'll notify you when your child can return," with no intention to readmit.

Whenever removing a child from school is considered, we need to remember the right of every child to an education and find a better alternative.

In-School Suspension

One such better idea is "in-school suspension," in which disruptive students are removed from the regular classroom and placed in a special program within the school building; the place used is sometimes called the "time-out room." Certainly, the procedures and content of such a program may vary, depending on the individual needs of the students and the school. Several basic elements might include:

- a quiet, isolated place free from distractions
- a well-trained staff who have the experience and patience to deal with disruptive children
- an academic program in which children keep up with their school work and do other assignments as planned by the program staff in terms of individual needs
- tutoring and counseling as needed
- use of well-screened volunteers
- length of stay is determined by individual circumstances; however, since prolonged segregation from the mainstream is detrimental, emphasis is placed on returning the student to the regular classroom as soon as possible
- availability of trained support personnel when need is indicated; i.e. psychologists, social worker
- cooperation and support of regular classroom teachers with concept and philosophy
- a limited number of students assigned to each time-out room based on room size and staff available (12 students per staff person)

This type of program can be an extremely effective alternative since:

- It does not reward students for misbehavior.
- It helps students realize the consequences of their behavior and explore alternatives and make a plan for modifying their behavior.
- It does not contribute to school failure, and may in fact improve the academic performance of students.
- It provides students with the help they need.
- It does not throw students out into the streets where they likely will get into more trouble.
- It does not label students so negatively as do many other disciplinary measures.

TRANSACTIONAL ANALYSIS[53]

Transactional analysis (TA) provides a framework for viewing one's personality and relationships with others. This tool can be used to gain awareness of possibilities for personal growth and development. It can also be used to identify stumbling blocks to personal growth.

Eric Berne, psychoanalyst and author of many books including **Games People Play**, originated the concept of using TA as a therapeutic tool. TA has since been used successfully in schools, businesses, homes, and anywhere people need to react to one another.

TA operates on the basic principle that every person is born to be a winner. It offers a positive way of looking at ourselves and others. Sometimes a person becomes frustrated in life and adopts a loser image. TA provides a way to overcome such an image, to begin exercising more control over your life, and to change negative ways of relating to others.

An overview of certain TA concepts follows:

Ego States

Berne believed that each individual—corporation president, sanitary engineer, student, and teacher—has three separate types of behavior. These behaviors, or ego states, are called "Parent, Adult, and Child," and we all move in and out of them many times each day. **Parent** behaviors are those which reflect the feeling, acting, and thinking once observed in parents. Outwardly, it often is expressed toward others in critical, judgmental, or nurturing behavior. Inwardly, it is experienced as old parental messages which continue to influence the inner child. The **Adult** ego state is objective, deals with facts, and is the computer. **Child** behaviors are those which reflect the natural impulses of children.

Transactions

Anything which happens between people will involve a transaction between ego states. All transactions can be classified as complementary, crossed, or ulterior. A complementary transaction occurs when a message gets the predicted response from a specific ego state. A crossed transaction gets an unexpected response—a frequent source of pain between people. Ulterior transactions are the most complex. These transactions always involve more than two ego states. The messages sent in these transactions are disguised and not completely honest. Ulterior transactions are common among losers, who use them to promote their psychological games.

Life Positions

Early in life people develop a self-concept. They take a psychological position regarding their worth and the worth of others. There are four positions:

I'm OK, You're OK—I like me and I like others, life is worth living.

I'm OK, You're not OK–I'm a nice person, but everyone else isn't worth much.

I'm Not OK, You're OK—I'm not worth much, but everybody else is.

I'm Not OK, You're Not OK—Why bother to live? You're not worth much and neither am I.

Strokes

Everyone has the physical and biological need to be recognized and touched by other people. The recognition can be physical and/or verbal; both are called "strokes." Positive strokes leave a person feeling good, important, and cared for. One of the most important positive strokes is non-judgmental listening. Because the need for recognition is so important, negative strokes are better than no strokes at all. If an individual is unable to receive positive strokes, she/he may provoke negative strokes. The lack of positive strokes always has a detrimental effect on people. It takes positive strokes to develop emotionally healthy persons with a sense of "OKness."

Games

All games have a beginning, a set of rules, and a concluding payoff. Psychological games, however, have an ulterior purpose. They are not played for fun. For example, in a game of "Kick Me" a player provokes someone else to put him down.

Student: I stayed up too late last night and don't have my assignment ready (ulterior: I'm a bad boy, kick me.)

Instructor: You're out of luck. This is the last day I can give credit for that assignment. (ulterior: Yes, you are a bad boy and here is your kick.)

Though they may deny it, people who play this type of game tend to attract others who are willing to kick them. By analyzing our transactions, destructive games and negative behavior can be eliminated.

Goals

Achieving autonomy is the ultimate goal in transactional analysis. Being autonomous means being self-governing, determining one's own destiny, taking responsibility for one's own actions and feelings, and

discarding patterns that are unnecessary for living in the present. An autonomous person demonstrates these capacities: awareness, spontaneity, and intimacy. Awareness involves shedding old opinions and evaluating things for oneself. An aware person perceives the world through personal encounter rather than how we were "taught" to see it. Spontaneity is liberation. A spontaneous person learns to face new situations and explore new ways of thinking, feeling, and responding. Intimacy is expressing the natural child feelings of tenderness, warmth, and closeness. Intimacy is often frightening because it involves risk. In an intimate relationship people are vulnerable, and many times it seems easier to pass time or to play games than to risk feelings either of affection or of rejection. Intimacy is free of exploitation or games. It occurs in those rare moments of human contact that arouse feelings of empathy and affection. Intimacy involves genuine caring and is perhaps the utlimate level of human relationships.

PROMISING PRACTICES AND PROGRAMS

to mention a few:

- counseling
- human relations workshops
- in-school suspension
- mental health clinic
- junior partners — high school students with those at middle school
- student observers
- alternative school
- time-out rooms
- assessment of student attitudes about school
- rap rooms
- talent development programs
- centers for special instruction
- workshops for bus drivers on handling behavior problems
- law enforcement visitation
- value training
- inservice teacher workshops
- special training
- tutoring
- student handbook
- police counselor program
- school-within-a-school programs (for large schools)
- A club composed of past vandals, who now clean and landscape the schools
- School garden
- Neighborhood Youth Corps and Adult Work Experience Programs to provide employment for youth
- Youth Call-In Service — a part-time job referral service for youth
- Community Councils where representatives from neighborhoods, service agencies, and the schools advise school officials on needed programs and practices
- Public presentations against crime and vandalism by older students to younger students
- Drop-in centers
- Walk-through tours by new teachers in area neighborhoods to learn more about the students who live there
- Use of parent volunteers in the classroom
- Open-door policy which permits parents to visit classrooms at any time
- Faculty Men's Clubs where faculty men and fathers attempt to motivate other fathers to take a more active role in school activites
- Parent Advisory Committees
- Sponsoring of special student activities by merchants
- Block program whereby parents on the same block watch out for children walking home and display signs indicating they are prepared to help any student who asks
- Presentation of plaques and other awards to those who have done most to keep grounds in good shape
- Teachers are assigned to work with three students who are "trouble-makers" and to spend as much time with them and give them as much attention as possible. This should be organized through the principal's office.
- An inter-agency team of professionals working together; consisting of a social worker, a probation officer, two home/school coordinators, a parent/teacher training specialist, a school psychologist, and a psychiatrist.

BARRIERS TO CONSTRUCTIVE CHANGE

- THOUGHTS ON CHANGE
- BARRIER #1: UNWRITTEN RULES
- BARRIER #2: LACK OF MONEY
- BARRIER #3: LACK OF TIME, ENERGY, AND OPPORTUNITY
- BARRIER #4: LACK OF AUTHORITY
- BARRIER # 5: LACK OF KNOWLEDGE AND TRAINING
- BARRIER #6: FEAR OF CHANGE

BARRIERS TO CONSTRUCTIVE CHANGE

Change is constant . . .

It can be good or bad, large or small, noticeable or insignificant.

But regardless, it continues every second of every day; whether we like it or not, change is constant.

We have three basic choices:

- fight change
- ignore it
- or guide it

Our decision should be clear: We need to guide the forces around us so that change will be constructive and the future will be happier and more fulfilling for everyone.

The following pages describe six barriers which often prevent us from making the constructive changes needed to solve school discipline problems.

Suggestions are offered for overcoming each barrier.

BARRIER 1:

Unwritten Rules

A number of unwritten rules block teachers and administrators from developing close, caring relationships with their students, thereby increasing the likelihood of discipline problems:

Rule 1: Good teachers should never express their emotions to their students or become "personally involved" with their students.

Rule 2: Good teachers should never allow their lives outside the classroom to affect their performance inside the classroom.

Rule 3: Good teachers should never like one student more than another.

Rule 4: Good teachers should know all the answers and always be smarter than their students.

Rule 5: Good teachers should stick together against the students, regardless of their personal feelings in the matter.

These and other such "unwritten rules" are harmful for several reasons:

- **They set standards which are impossible to achieve.** As a human being, you—as a teacher—do have favorites; you do make mistakes; you don't know everything; you do have personal convictions; and your classroom performance is influenced by factors outside the classroom.

  If you deny these human qualities or if others criticize you for having them, then you are very likely to be frustrated and resentful; and, in turn, project this frustration onto your students through coldness, impatience, and anger, thereby lowering their self-esteem and promoting discipline problems.

- **They prevent students from knowing you personally and trusting you;** likewise, they prevent you from knowing your students and from trusting them.

- **They damage your self-esteem,** because you do not feel personally satisfied and must hide your true feelings.

Suggestions for Overcoming This Barrier

1. **Accept the fact that you are human** — that you do have personal feelings and cannot do everything.

2. **Set more realistic standards for yourself,** and expect others to accept these standards.

   A good start is to preface all your goals by "as much as possible"; that is, what you can do at this particular time and place considering, for example, other pressures, your health, your energy level. Then, using the unwritten rules as a guide, you might decide to:

   - as much as possible, discover qualities you like in each child; and provide attention and help to each on the basis of his/her needs
   - as much as possible, minimize the effect of distractions outside the classroom
   - as much as possible, project your personal feelings in a way that is honest but non-judgmental (e.g., using "I" messages)
   - as much as possible, learn and share your knowledge; but be willing to admit your mistakes and the things you don't know; be pleased instead of threatened if a student knows more about a particular thing than you do.

BARRIER 2:

Lack of Money

When people start suggesting changes, the first question is: "Where is the money going to come from?"

School systems are suffering from recent economic problems as much—or more—than other institutions, despite the fact that education remains the single largest item in the State budget and in many local community budgets.

It takes money—or the equivalent—to provide such needed improvements as:

- better learning materials
- lower student/teacher ratios
- more specialists
- better facilities
- school security personnel and equipment

Suggestions for Overcoming This Barrier

Additional funding might be obtained through a grant from a federal or state government agency or from a private foundation. When all sources of additional funding have been contacted, schools may be able to meet some of their needs in other ways:

PERSONNEL

- Use parents and other community citizens as volunteer tutors, aides, and advocates
- Organize and train groups of teachers as resource specialists
- Utilize other community agencies by directing those with problems to the proper agency
- Contact county government agencies about obtaining CETA (Comprehensive Employment and Training Act) funds. CETA funds may pay for such positions as teachers, aides, janitors, mechanics, and others.

FACILITIES

- Ask each class or club to improve an area of the school
- Enlist the help of students and parents in patrolling school for prevention of vandalism

MATERIALS

- Consult library for listings of free and inexpensive material
- Utilize information networks such as ERIC for curriculum and other materials which have been developed
- Request an adaption grant for an ESEA III Validated Project to be adapted within your school, which will provide printed materials
- Use teacher-made materials and films
- Ask the PTA to donate needed additional supplies, etc.

BARRIER 3:

Lack of Time, Energy, and Opportunity

Many teachers and administrators are faced with too much paperwork, too many students, too many extra-curricular responsibilities, and too little privacy for them to provide each student with the help he/she needs. Therefore, problems which might have been prevented fairly easily, grow into crises.

Suggestions for Overcoming This Barrier

1. Consider the suggestions offered for Barrier 2, particularly those for meeting personnel needs such as CETA workers, parent volunteers, and student volunteers. These workers could free you to concentrate your time and attention where it is needed most.
2. Work with school authorities to reduce paperwork to the minimum; use aides and volunteers to do as much as possible of what remains.
3. Plan classroom activities carefully to avoid confusion and make the best use of time and energy; schedule time for conferences.
4. Work with school officials to reduce last minute scheduling changes.
5. Promote classroom activities which can be done independently of the teacher.
6. Locate any unused space which could be used for private conferences (students need this as well as parents); schedule use of space if necessary; going outside and sitting under a tree can be a nice way to have a conference.

BARRIER 4:

Lack of Authority

Many teachers and administrators complain that they cannot implement needed changes because they lack the authority to do so—and lack the support of those who do have such authority.

In the schools—as in any group—certain people have certain powers as defined by law and school policy. Such a power structure is necessary for decision to be made and work to be carried out in an efficient manner.

But some teachers and administrators find that their suggestions for change are ignored or blatantly over-ruled within this power structure, without having received a fair, open hearing based on an honest representation of the facts.

Suggestions for Overcoming This Barrier

1. **Work with school officials to clarify the lines of authority;** "Who has authority to do what in which situation?"; get this clarification in writing if possible.
2. **Be as creative and effective as you can within the limits of your authority.**
3. **When necessary, try to convince those with more authority to consider and accept your suggestions.**
   - **Make a specific, written plan** for your suggestion — why it is desirable, necessary, how it will work; research all aspects; anticipate objections.
   - **Contact other people** who support your suggestion or might support it; solicit their co-sponsorship and/or other cooperation.
   - **Present the suggestion to officials in writing;** make it as specific, simple, and short as possible — without leaving out any important information.
   - **Follow established lines of authority;** first present the suggestion to your immediate supervisor and determine a time with the person when you will receive a response.

     If the immediate supervisor does not respond favorably within the agreed-upon time, ask supervisor to give you specific objections to your idea; compromise if possible.

     If no compromise is possible, decide whether you believe the issue should be pursued further. If you decide that it should be, ask the immediate supervisor if he/she will go with you to present the suggestion to that person's supervisor. Go with the person if possible.

     If immediate supervisor objects to joining you, decide whether you want to go by yourself. If you decide to do so, meet with the second-line supervisor and explain your past actions, including your invitation to the immediate supervisor. Present your suggestion.

     Follow this procedure as far as you feel necessary.

   - **Use effective interpersonal techniques;** such as:
     - courtesy
     - considering the other person's point of view
     - using "I" messages
     - listening
     - admitting your mistakes
     - praising other person when possible
     - isolating areas of agreement and disagreement

BARRIER 5:

Lack of Knowledge and Training

This book was prepared because so many teachers and administrators have requested information, guidance, and training concerning school discipline problems.

Suggestions for Overcoming This Barrier

1. Consider the ideas and suggestions in this book; pursue references and resources listed.
2. Contact the Education Information Center of the State Department of Public Instruction for additional materials.
3. Contact the State Department of Public Instruction, Division of Human Relations to arrange training sessions.

BARRIER 6:

Fear of Change

Fear of change is probably the most powerful barrier which prevents us from solving school discipline problems.

Human nature dictates that a certain amount of security, order, and control over our lives is not only desirable but necessary. When significant changes are proposed, it is natural to fear that these changes might bring disorder and chaos, and that they will rob us of what power we may actually have over the situation. These fears, at times, are based on actual facts which strongly imply the probability of danger or failure if the particular change is instituted. In such a case, we should re-examine our plans and look for a safer course.

But even more often, our fears of change are general and based only upon our doubts about the unknown. These are the natural withdrawal pains that everyone feels to some extent when they change a habit.

Suggestions for Overcoming This Barrier

1. **Look before you leap.** The best way to reduce your fears about change is to plan the change carefully beforehand; talk to other people; conduct research; anticipate problems; and allow for alternative routes. This will give you more confidence and greatly increase the likelihood of your success.
2. **Have confidence in yourself.** Remember that you will still be an important and worthwhile person, regardless of how well your plan turns out. Without the pressure of having your ego on the line, it's easier to make change.
3. **Admit your mistakes and don't allow yourself to be crushed by them.** If your plan doesn't work, be willing to admit it. Try something else. Try not to let one failure — or a hundred — deter you if you believe your idea is a good one. The lives of many successful and influential human beings are lined with many failures. Talent is not the key to success; determination is.

LEGAL ASPECTS

DISCIPLINE AND THE LAW

Introduction

Interest in this topic has increased phenomenally in recent years, primarily because of the growing awareness of student rights. Since the dramatic U. S. Supreme Court decision in 1969 (Tinker v. Des Moines Independent Community School District), events and decisions have conspired to suggest that student rights (human rights) are here to stay. Abe Fortas, former justice of the U. S. Supreme Court, in commenting on this case declared, "Students in school as well as out of school are 'persons' under our Constitution. They are possessed of fundamental rights which the State must respect, just as they themselves must respect their obligations to the State."

Increasingly, therefore, attorneys, school board members, school officials, teachers, parents, and students themselves are making intensified efforts to keep abreast of school law, especially law pertaining to students, with particular emphasis on the broad area of discipline.

North Carolina Efforts

In North Carolina, some school systems have full-time staff attorneys. Similarly, student groups such as the Center for Student Rights in Greensboro devote a great deal of time to keeping up with the law. In addition, a major responsibility of the Institute of Government in Chapel Hill is related to school law. Annually the Institute sponsors a school law conference, through which school administrators and others may keep abreast of legal trends, exchange ideas, and share problems and solutions. Another agency which provides help in this area is the Attorney General's office of the North Carolina Justice Department, whose staff attorneys interpret federal and state law for North Carolina educators. School administrators may submit a request for an Attorney General's Ruling through the office of the State Superintendent of Public Instruction.

Literature

Literature in this broad area continues to expand—so much that someone in each school system should likely be responsible for keeping information on school law up-to-date. Moreover, it is recommended that well-planned efforts to keep the total school community well-informed concerning school law, including student rights and discipline, be an ongoing part of the school's professional program.

School systems should subscribe to such publications as **The School Student and the Courts,** School Administration Publications, P. O. Box 8492, Asheville, North Carolina 28804; **The School Law Bulletin,** Institute of Government, Chapel Hill, North Carolina 27589; **School Law News,** Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, Washington, D.C. 20037; **The Journal of Law and Education,** 728 National Press Building, Washington, D.C. 20004; and all publications of the National Organization on Legal Problems in Education (NOLPE), 825 Western, Topeka, Kansas 66606.

In addition to the periodicals listed in the preceding paragraph, the following publications are recommended.

A 1976 publication of the National School Public Relations Association, entitled **Student Rights and Responsibilities Revisited, Current Trends in School Polices and Programs,** looks at how school districts, state departments of education, and the courts have dealt with the question of student rights and responsibilities over the last five years.

Based on a nationwide survey, the report describes:

- Grievance procedures which rely heavily on open communication and set policies
- The roles and views of school boards, parents and the community
- Legislative guarantees such as Title IX and the Buckley (privacy) Amendment
- Court decisions that affect student disciplinary procedures
- Samples of student rights codes from state and local levels
- Dissemination techniques—how to get the word out both in print and verbally—including how to work responsibilities in as a key component.

Another bulletin by the National School Public Relations Association, **Violence and Vandalism, Current Trends in School Policies and Programs**, is also quite useful. Published in 1975, this publication presents the facts and figures concerning student violence and vandalism and describes programs and practices throughout the nation in lessening these aberrations of human conduct.

In addition to facts and figures, and a discussion of "why," the bulletin also has chapters on "Coping With Vandalism," "Coping With Violence," "Ideas That

Work," "The Principal," "Students and the Community," "The School Security Force," "The Role of Police Within the School," and "Looking to the Future."

Equally useful is a 1975 publication of the National Education Association, **What Every Teacher Should Know About Student Rights,** by Eve Cary. The booklet is designed to help classroom teachers better understand student rights in the light of recent court decisions.

The following topics are discussed in this recent work:

The Right to an Education
Due Process
What Does *in loco parentis* Mean Today?
Personal Appearance
Marriage
Corporal Punishment
Grades and Diplomas
Punishment for Off-Campus Activity
Law Enforcement
Discrimination
School Records
Freedom of Expression

The bibliography, as well as the section on "NEA Materials," are excellent.

In a clearcut and concise manner the 1976 bulletin, entitled **The Reasonable Exercise of Authority, II,** by Robert L. Ackerly and Ivan B. Gluckman, (The National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091), delineates in a splendid way legal issues and principles.

Contents include sections on "The Concept of Due Process" and "Positions on Specific Issues," such as: "Freedom of Expression Generally," "Religion and Patriotism," "Civil Rights," "Codes of Behavior," "Student Property," "Weapons and Drugs," "Extracurricular Activities," "Discipline," "Corporal Punishment," "Student Participation in School Governance," "The Right to Petition," and "Student Records."

A North Carolina publication of considerable prestige and usefulness is **Youth and the Law,** by Robert Morgan, former Attorney General of North Carolina. Twenty-five topics are discussed with brevity and clarity.

The Bulletin of the **National Association of Secondary School Principals**, number 352, February, 1971, deals with commendable emphasis and authority on such topics as, "The Reasonable Exercise of Authority," "How To Live With Due Process," "Academic Freedom in the Public Schools," "Students' Rights and the Need for Change in School Laws," and "Student Rights — Locker Searches." Other issues often include articles on law.

A position paper prepared by the Division of Human Relations and Student Affairs of the State Department of Public Instruction, entitled, "Some Considerations for Establishing Policies Relative to Student Rights and Responsibilities," is intended to create greater awareness of the right of every student to an equal educational opportunity. As a resource tool it should be helpful in developing policies for facilitating fair treatment of all students; an atmosphere of open communication and self-discipline; behavior patterns that will enable students and teachers in developing their full potential; and a clear understanding of the nature of "right" and "responsibility."

Major topics discussed in this paper are: Right to Public Education, Right to Freedom of Expression, Privacy of Student Records, Corporal Punishment, Suspensions and/or Expulsions, Procedural Due Process, and Discrimination.

Another useful North Carolina publication is "Student Rights in North Carolina," produced by the Center for Student Rights, P. O. Box 8434, Greensboro, North Carolina 27410. Addressed primarily to students, this thirty-two page bulletin, effectively illustrated, has more than thirty specific references (names, addresses, and phone numbers of individuals and organizations) from which valuable information may be secured.

The **School Law Bulletin**, Institute of Government, University of North Carolina, is one of the most authoritative sources of information relative to all aspects of school law. Its articles are varied and up-to-date. Personnel in the Institute may serve as resource people as problems arise or as they are anticipated.

School Law News, the Independent Bi-weekly News Service of Legal Developments Affecting Education, is published by the Education News Services Division of Capitol Publications, Inc., Suite G-12, 2430 Pennsylvania Avenue, Washington, D.C., 20037. This eight-page leaflet is dedicated to news briefs relating to school law from all parts of the nation.

It should be remembered that school principals through their superintendents may direct inquiries concerning school law to the State Department of Public Instruction for interpretation by the North Carolina Attorney General's Office.

WRITTEN RULES OF CONDUCT

According to William Glasser, "A school cannot function without an effective administration that develops reasonable rules and enforces them. Students should have a voice in making the rules that apply to them; once rules are established, however, students are expected to follow them."

School rules should be developed that will facilitate: fair treatment of all students, an atmosphere of open communication, self-discipline and clearly understood roles, behavior that will enable both school staff and students to develop to their fullest potential, and a clear understanding of the "responsibilities" which students must be willing to accept if their "rights" are to become meaningful and effective.

Written rules of conduct might take into consideration the rights which are afforded students in such areas as:

- Freedom of Expression — The First Amendment to the United States Constitution provides the same guarantee to students regarding free speech as it does to all other citizens. Caution and care might be given in establishing rules that relate to use of symbolic speech, symbolic verbal and written expression, dress and appearance, and search and seizure.
- Privacy of Student Records — The Family Educational Rights and Privacy Act of 1974 (the Buckley Amendment) sets forth requirements designed to protect the privacy of parents and students. This statute provides that educational agencies or institutions must provide parents of students, or eligible students, access to official records directly related to the student(s) and an opportunity for a hearing to challenge such records if they are inaccurate, misleading, or otherwise inappropriate; that institutions must obtain written consent of parents before relating personally identifiable data about students from records other than a specified list of exceptions; that parents and/or students must be notified of these rights; that these rights transfer to students at certain points.
- Corporal Punishment — North Carolina General Statute 115-146 gives a teacher and/or school official authority to use reasonable physical force to restrain or correct a student. This should be the last alternative, however. Exploring other avenues before administering physical force protects the teacher and/or school official as well as the student. When corporal punishment becomes necessary, procedures as outlined by the courts in the Baker v. Owens case, should be followed.
- Suspension and/or Expulsions — When special problems confront administrators and teachers in attempting to conduct school programs free from disruptions and the kinds of distracting behavior that impede learning, they may often find it necessary to discipline a student by removing the student from the formal learning environment for a period of time.

North Carolina General Statute 115-147 does give the principal authority to dismiss a student who willfully and persistently violates the rules of the school, who may be guilty of immoral or disreputable conduct, or who may be a menace to the school. Suspensions or expulsions of a student from school should be carried out in accordance with due process procedures as outlined by the courts.

Written school rules should consider the needs of a given school situation, the framework of local school board policies, State Board of Education policies, and state, federal, and municipal law. Such rules should be flexible and should allow for periodic evaluation and input from students and staff, as well as administrators.

APPENDICES

ANNOTATED BIBLIOGRAPHY

DISCIPLINE IN SCHOOLS

Selected Sources

Books and Pamphlets

Adler, Alfred. **The Problem Child.** New York, New York: Capricorn Books, 1963.
The life style of difficult children are analyzed in specific case studies.

Baughman, Dale. **What Do Students Really Want?** Bloomington, Indiana: Phi Delta Kappa Educational Foundation, 1972, 49 p.
Adolescent needs are discussed in this publication, which should be of special interest to junior high and high school teachers who would like a better understanding of the psychology of adolescence.

Bernstein, Joanne E. "Approaches to Discipline," pp 37-40, **Primary School Potpourri.** Washington, D.C.: Association for Childhood Education International, 1976.
Disciplinary training for children should seek to establish lifelong patterns of self-reliance and self-direction, states the author. Among the approaches discussed are behavior modification, Dreikurs system of natural and logical consequences of behavior, and preventive discipline.

Bessell, Harold and Palomars, Uvaldo. **Methods of Human Development: Magic Circle Theory Manual.** La Mesa, California: Human Development Training Institute, 1973, 110 p.
The Magic Circle was designed to enable children to learn how to cope with the emotional experiences of life. The focus is on three main areas of experience: self-awareness, mastery, and social interaction. Further, it is a preventive approach to help children develop normal, healthy emotional growth and is based on a theory of personality development which says that everyone has strong basic drives to achieve competence and gain approval.

Briggs, Dorothy C. **Your Child's Self-Esteem.** Garden City, New York: Doubleday, 1970, 341 p.
An important element in eliminating discipline problems is making children feel good about themselves. Dorothy Briggs provides guidelines for teachers and parents to use to increase a child's self-worth. On the topic of corporal punishment, the author believes that it is repressive. She states that while corporal punishment may stop bad behavior temporarily, it creates resentment, hostility, hurt, helplessness, and frustration—the perfect breeding ground for violent actions.

Buscaglia, Leo F. **Love.** Thorofare, New Jersey: C. B. Slack, 1972, 147 p.
This book is about the courage that it takes to give of oneself and the rewards of doing so.

Children's Defense Fund. **Children Out Of School In America.** Cambridge, Massachusetts: The Fund, 1974, 366 p.
Statistics on suspensions, expulsions, nonenrollments, and children with special needs are included. Of particular interest is the chapter on "School Discipline and Its Exclusionary Impact on Students," which deals with legal aspects of discipline.

Children's Defense Fund. **School Suspensions. Are They Helping Children?** Cambridge, Massachusetts: The Fund, 1975, 257 p.
This group studied data from HEW's Office For Civil Rights and held independent interviews with administrators, students, and community members in districts around the country. They concluded that suspending children from school happens arbitrarily and very frequently, for minor reasons, without fair review of the decision, does a disservice to the child, and is educationally useless. Practical suggestions for new approaches are included.

Collins, Myrtle T. and Swane, R. **Survival Kit For Teachers (And Parents).** Pacific Palisades, California: Goodyear Publishing Company, 1975, 223 p.
The authors present 324 types of typical student behaviors with 1,116 options for coping with them. Types of behaviors include: obscenity, temper tantrums, incessant talking, and vandalism. While the prevailing spirit of the book is humanistic, there are enough options to accommodate a wide variety of teaching styles and personalities. This book would be an invaluable aid to every teacher.

Conroy, Pat. **The Water Is Wide.** Boston, Massachusetts: Houghton-Mifflin, 1972, 306 p.
This is a moving, true story (which later became the movie, "Conrack") of an inspired and courageous young teacher who gave the black children of Yamacraw Island, South Carolina, their first taste of the excitement of learning and the joy of success. These children, who were almost totally ignorant of the world outside and whose minds were dulled by rigid adherence to obsolete educational theories and harsh discipline, flourished under their new and unorthodox teacher who made them appreciate their special qualities. A funny, poignant, thoroughly entertaining book with an important message.

Coppock, Nan. **School Security.** Eugene, Oregon: ERIC Clearinghouse on Educational Management, 1973, 6 p.
This review of literature describes effective programs against vandalism. Student and community involvement in preventive programs is discussed. One such program is the "community school" concept, which involves citizens from preschoolers to the aged in some form of educational activity.

Corsini, Raymond J. and Painter, Genevieve. **The Practical Parent: ABC's Of Child Discipline.** New York, New York: Harper and Row, 1975, 248 p.
Although this book is aimed at parents, it has practical applications for all people who work with children. The book is based on the theories of Alfred Adler and Rudolph Dreikurs, who advocate discipline by "natural consequences," or letting children learn from experience.

Cullum, Albert. **The Geranium On The Window Sill Just Died But Teacher You Went Right On.** New York, New York: Harlin Quist, Inc., 1971, 60 p.
Children speak through the poems in this book of what it's like to be small, penned up, and bossed. It is a reminder of the gulf that separates the perceptions and experiences of

children from those of adults.

Dinkmeyer, Don and Dreikurs, Rudolf. **Encouraging Children To Learn: The Encouragement Process.** Englewood Cliffs, New Jersey: Prentice-Hall, 1963.
An educator teams up with a psychiatrist, who was the foremost proponent of Adler's work, to produce a practical guide for teachers and counselors.

Discipline—Three Steps Toward A Good Year. New London, Connecticut: Croft Educational Services, no date, 8 p.
This worksheet reports in depth how a master teacher in Colorado copes with discipline problems. His concern for children is reflected in many ways in his humanistic classroom. Many creative tips are included for making lessons interesting, making children feel good about themselves, and relating one subject to another. Another article in the worksheet focuses on written policy guidelines for discipline, stressing the importance of involvement of the total school staff.

Dreikurs, Rudolf and Goldman, Margaret. **The ABC's Of Guiding The Child.** Chicago: Rudolf Dreikurs Unit of Family Education Association, no date.
Distributed throughout the world by schools, mental health associations, this indispensable little pamphlet has changed lives, and every teacher and parent should be familiar with it.

Dreikurs, Rudolf and Grey, Loren. **Logical Consequences: A New Approach To Discipline.** New York, New York: Meredith Press, 1968.
The problem-solving approach to discipline, replacing retaliation and eliminating enmity, is focused on.

Dreikurs, Rudolf and others. **Maintaining Sanity In The Classroom: Illustrated Teaching Techniques.** New York, New York: Harper and Row, 1971, 23 p.
The psychiatrist teams up with an experienced classroom teacher and an active social worker to show how educators can learn to keep their heads.

Ernst, Ken. **Games Students Play (And What To Do About Them).** Millbrae, California: Celestial Arts Publishing Company, 1972, 127 p.
The author tells how transactional analysis can be used to solve problems in schools among students, teachers, administrators, and parents.

Ginott, Haim. **Teacher and Child: A Book For Parents and Teachers.** New York, New York: Macmillan, 1972, 323 p.
Many practical suggestions for communicating with children are contained in this book. Congruent communication—words that fit feelings—is applied to problems of discipline, criticism, anger, child and teacher clashes, and praise. The book also describes innovations that increase children's self-esteem and enhance the quality of classroom life.

Glasser, William. **Schools Without Failure.** New York, New York: Harper and Row, 1969, 235 p.
Dr. Glasser feels that education is largely failure-oriented and that, because of this, too many children seek their identity through withdrawal or delinquency. He offers ideas for reaching these negatively-oriented children and allowing them to experience success. The grading system which he suggests is aimed at eliminating failure from the school and increasing motiviation toward harder work.

Gnagey, William J. **Maintaining Discipline In Classroom Instruction.** New York, New York: Macmillan, 1975.
Recommended by the **American School Board Journal** as one of the best books of the year, this booklet is aimed at giving teachers another look at how their actions may or may not disrupt a classroom. Suggestions for constructive punishment are offered.

Heinrich, June Sark. **Discipline in the Classroom.** Chicago, Illinois: Science Research Associates, 1967, 30 p.
The following measures are considered by this author to be essential for elimination of disciplinary problems: meaningful curriculum, good teachers, close home-school contacts, strong supporting services (psychiatric, psychological, sociological), fair, clear, and a few school rules, and an atmosphere of love and approval.

James, Muriel and Jongeward, Dorothy. **Born To Win: Transactional Analysis With Gestalt Experiments.** Reading, Massachusetts: Addison-Wesley, 1971, 297 p.
Transactional analysis gives a person a rational method for analyzing, understanding, and changing behavior. Gestalt therapy is a useful method for discovering the fragmented parts of one's personality, for integrating those parts, and developing a core of self-confidence. This book interprets the two approaches and their application to the daily life of the average person.

Ladd, Edward T. **Students' Rights and Discipline.** Arlington, Virginia: National Association of Elementary School Principals, 1975, 80 p.
Another choice of the **American School Board Journal** for one of the year's best books, this publication states that school principals have a difficult and important role to play in disciplining students. It suggests a discipline program and makes suggestions for handling major and minor offenses.

LaGrand, Louis E. **Discipline In The Secondary School.** West Nyack, New York: Parker, 1969, 222 p.
Among the topics included in this volume are: attitudes, communication, classroom management, teacher image, and interpersonal relationships.

Lair, Jess. **I Ain't Much, Baby—But I'm All I've Got.** Garden City, New York: Doubleday, 1969, 213 p.
Self-acceptance and acceptance of others is the theme of this book.

Lakewood (Ohio) Public Schools/Educational Research Council of America. **Dealing With Aggressive Behavior.** Cleveland, Ohio: The Council, 1971.
This series of curriculum guides and teachers' manuals was developed with ESEA Title III funds to help students understand behavior and deal effectively with feelings.

McPartland, James M. and McDill, Edward L. **Research On Crime In The Schools.** Baltimore, Maryland: Center for Social Organization of Schools, 1975.
The authors report that schools can aggravate the problem of crime in schools or reduce it according to the way they organize themselves.

National Education Association. **Corporal Punishment Task Force Report.** Washington, D.C.: The Association, 1972, 29 p.
This report discusses the use and effects of corporal punishment, alternatives to corporal punishment, and a model law regarding it.

National School Public Relations Association. **Discipline Crisis In Schools: The Problem,**

Causes and Search For Solutions. (Education U.S.A. Special Report) Arlington, Virginia: The Association, 1973, 64 p.
Fulfilling its reputation as one of the best sources of educational information, this **Education U.S.A. Special Report** presents a variety of information on the subject and tells what is happening across the nation.

_____. **Violence and Vandalism.** (Education U.S.A. Special Report) Arlington, Virginia: The Association, 1975, 80 p.
Statistics on crime in schools are given along with some ideas for combatting these crimes and their staggering costs.

_____. **Student Rights and Responsibilities Revisited.** (Education U.S.A. Special Report) Arlington, Virginia: The Association, 1976, 64 p.
Based on a national survey, this report looks at how school districts, state departments of education, and the courts have dealt with the question of student rights and responsibilities over the past five years. Also it tells how the "student takeover" predicted by many has failed to materialize because, as school administrators have learned, students will usually accept responsibility for their actions, especially if rights and responsibilities are spelled out clearly and enforced fairly.

Neill, A. S. **Summerhill: A Radical Approach To Child Rearing.** New York: Hart, 1969, 392 p.
Summerhill School in England has been run by A. S. Neill for more than 50 years. By bestowing unstinting love and approval on children, Neill has taught his pupils self-discipline, good manners, and a love for life and learning. Examples of how Neill's philosphy of freedom and non-repression may be applied to daily-life situations are to be found throughout the book. A classic!

Nierenberg, Gerard I. and Calero, Henry H. **How To Read A Person Like A Book.** New York: Pocket Books, 1971, 189 p.
Nonverbal language which is spoken with the body sometimes conveys more than the spoken word. This book is a good source of an often-neglected aspect of communication.

Palomares, Uvaldo and Logan, Ben. **A Curriculum On Conflict Management.** LaMesa, California: Human Development Training Institute, 1975, 132 p.
Used in connection with the "Magic Circle" approach, this booklet gives practical methods for helping children explore creative alternatives in dealing with conflict.

Pearson, Craig. **Resolving Classroom Conflict.** Palo Alto, California: **Learning** Handbooks, 1974, 95 p.
Techniques for conflict resolution are presented.

Powell, John. **Why Am I Afraid To Tell You Who I Am?** Niles, Illinois: Argus Communication, 1970, 167 p.
Transactional analysis (T.A.) games and roles are explored.

Purkey, William W. **Self-Concept and School Achievement.** Englewood Cliffs, New Jersey: Prentice-Hall, 1970, 86 p.
Chapter One of this book is an overview of theories about the self; Chapter Two explores the relationship between self-concept and academic achievement; Chapter Three explains how the self begins and develops; and Chapter Four presents ways for teachers to build positive self-concepts in students.

A Resource Manual for Reducing Conflict and Violence in California Schools. Sacramento, California: California School Boards Association, 1975, 64 p.
Brief descriptions of programs that are working to decrease violence and vandalism in California schools are given, along with the names, addresses, and telephone numbers of contact people.

Spiel, Oskar. **Discipline Without Punishment: An Account of a School in Action.** London: Faber and Faber, 1962.
An account of the practical application of Adler's psychology to the life of an "unpromising" school with disadvantaged students.

Stoops, Emery and Dunworth, John. **Classroom Discipline.** Montclair, New Jersey: Economics Press, 1958, 41 p.
Even though this publication is several years old, its suggestions for classroom control are still sound and timely. The booklet would be especially helpful for beginning teachers.

Southern Regional Council/Robert F. Kennedy Memorial. **The Student Pushout: Victim of Continued Resistance to Desegregation.** Atlanta, Georgia: The Council, 1973, 93 p.
This report deals with one portion of the South's youth population—the pushout—those young people who have been expelled or suspended from school or who, because of intolerable hostility directed against them, finally quit school.

Suspensions and Expulsions. (Education U.S.A. Special Report) Arlington, Virginia: National School Public Relations Association, 1976, 64 p.
Included in this booklet are: "Alternative Schools and Programs," "What Schools Are Doing In-House," "Goss and Wood—What They Mean," "Advocacy Groups 'Raise' Consciousness," "Dealing with Nonattendance," "Local Policies," "Legal Implications of Alternatives," along with statistics and other useful information.

Thompson, James J. **Beyond Words: Nonverbal Communication In The Classroom.** New York: Citation Press, 1973, 208 p.
Here is a readable, nontechnical explanation of the ways nonverbal communication affects the performance of teachers and students.

Walton, Francis X. and Powers, Robert L. **Winning Children Over: A Manual For Teachers, Counselors, Principals and Parents.** Chicago: Practical Psychology Associates, no date, 23 p.
Many ideas in the booklet are based on the theories of Rudolf Dreikurs and Alfred Adler.

Welch, I. David and Schutte, Wanda. **Discipline: A Shared Experience.** Fort Collins, Colorado: Shields Publishing Company, 1973, 107 p.
Teaching children responsibility and self-control is stressed in this illustrated booklet of prescriptive suggestions.

Williams, Margery. **The Velveteen Rabbit.** Garden City, New York: Doubleday, no date, 44 p.
This classic nursery story tells what it means to be real.

Valusek, John E. **People Are Not For Hitting.** Wichita, Kansas: John E. Valusek, 1974, 44 p.
The author theorizes that all human violence has its roots in corporal punishment of children. His book is an articulate plea to develop and use alternatives to physical punishment.

Journal Articles

Alschuler, Alfred and Shea, John V. "The Discipline Game: Playing Without Losers," **Learning** 3:8-86, August/September, 1974.
The results of a two-year study involving university graduate students yielded specific techniques for improving strained relations between teachers and students.

Armour, Gloria. "IALAC Develops Sensitivity Toward Others," **North Carolina Public Schools** 39:10-11, Spring 1975.
A program designed to help with discipline problems through improved self-concept was tried at Willow Springs School in Wake County and was considered a great success. IALAC, which stands for "I Am Lovable and Capable," encourages children to develop positive attitudes about themselves and to learn to treat other people with respect.

Bach, Louise. "Of Women, School Administration, and Discipline." **Phi Delta Kappan** 57:463-465, March 1976.
Over the past 30 years, women have slowly but surely been forced out of secondary school administration. Yet, says Ms. Bach, the ideal principal today must cultivate exactly the virtues of the ideal woman.

"Beating School Children: A Practice That Doesn't Improve Their Behavior or Their Learning," **The American School Board Journal** 160:19-21, June 1973.
The National Education Association Task Force on Corporal Punishment offered 16 conclusions based on research and testimony, and these conclusions are discussed here. The concluding statement in the article is noteworthy: "For school officials who—after examining the evidence—still insist that misbehaving school children be beaten, here's a sort of a slap-in-the-face message: Better check your own psyche for hidden hangups."

Bell, Raymond. "Alternatives for the Disruptive and Delinquent: New Systems or New Teachers?" **Bulletin of the National Association of Secondary School Principals** 59:53-58, May 1975.
The article stresses the need to train new teachers in these three areas of competence: diagnostic and remedial teaching, crisis intervention skills, and how to obtain a thorough knowledge of the community, particularly its help-giving agencies. It discusses a model program at Lehigh University to prepare such a teacher, sometimes referred to as a "social restoration specialist."

Carnot, Joseph B. "Dynamic and Effective School Discipline," **Clearing House** 48:150-153, November 1973.
The three most common approaches used by teachers to establish and maintain discipline are analyzed.

Cole, Robert W., Jr. "Ribbin, 'Jivin,' and Playin' the Dozens. An Interview," **Phi Delta Kappan** 56:171-175, November 1974.
Herbert L. Foster has written a new book about teaching black youngsters in the inner city. A Kappan interviewer reports some of his success secrets.

"The Corporal Punishment Mess in the Schools," **American School Board Journal** 162:12-14, March 1975.
A school superintendent in Cook County, Illinois explains why he feels corporal punishment is counterproductive, does not eliminate deviant behavior, and should be abolished. Other educators and organizations who oppose corporal punishment give their reasons.

Dinkmeyer, Don and Don, Jr. "Logical Consequences: A Key to the Reduction of Disciplinary Problems," **Phi Delta Kappan** 57:664-666, June 1976.
Here are some practical guides to the development of self-discipline among youngsters who feel they are entitled to challenge authority figures.

"Discipline: The Most Perplexing Subject of All," **Teacher** 90:54-56, September 1972.
A panel discussion with John Holt, Haim Ginott, Lee Salk, and Donald Barr is reported.

"Disruptive Behavior: Prevention and Control," **The Practitioner** 2:1-12, April 1976.
Examples of programs which schools have mounted to counsel, to redirect, and to control disruptive youth are highlighted. These programs, along with the names of their contact persons, provide some impressive evidence of the ingenuity of schools as they attempt to overcome disruption.

Divoky, Diane. "The Case Against Corporal Punishment," **Updating School Board Policies** 4:1-4, April 1973.
The author suggests that school boards should scrutinize their discipline policies before potential storms break out.

Frymier, Jack and others. "Teaching the Young to Love," Entire issue. **Theory Into Practice** 8:42-125, April 1969.
"The need to teach the young to love transcends everything else," states Jack Frymier in the lead editorial of this impressive collection of writings. All the articles stress the import of teaching children to learn to live together in peaceful, loving, accepting ways in order to overcome the violence in our society.

Gaines, Elizabeth. "Afraid to Discipline?" **Instructor** 82:181, October 1972.
Ways in which new teachers can control classroom behavior are described.

Glasser, W"liam. "A New Look at Discipline," **Learning** :6-9, December 1974.
Dr. Glass shares ten steps to follow in dealing with a problem student. He emphasizes behavior to incorporate success experiences for teacher and pupil.

Grantham, Marvin L. and Harris, Clifton S., Jr. "A Faculty Trains Itself to Improve Student Discipline," **Phi Delta Kappan** 57:661-664, June 1976.
In just one year, the teachers at a Dallas, Texas school achieved a marked decrease in student behaviors requiring disciplinary action.

Hedrich, Vivian. "Rx for Disruptive Students," **American Education** 8:11-14, July 1972.
The authors describe a program at a Seattle school which is located in a low-income, high minority population area. The program trains teachers to work with disruptive students by using behavior modification. The ESEA III program uses a one-way glass to enable observers to be present and a videotape machine for use in later discussion and teacher training.

Hodge, R. Lewis. "Interpersonal Communication Through Eye Contact," **Theory Into Practice** 10:264-267, October 1971.
The teacher can use eye contact to communicate awareness, to personalize attention, to individualize group instruction, to aid in classroom management, to provide individual motivation, and to prevent disciplinary problems.

Horn, Jack. "Suspension from School: Kicked-Out Kids," **Psychology Today** 9:83-84, December 1975.
"One to two million American students get suspended from school each year, usually as overkill punishment for petty misbehavior. Educators even use suspension to discipline truants, making crime and punishment exactly the same." This article reports on the Children's Defense Fund's recent survey of suspensions with the recommendation that schools use alternate ways of handling their discipline problems instead of pushing them out onto the streets.

Howard, Alvin H. "Discipline Is Caring," **Today's Education** 61:52-54, March 1972.
"Good discipline is important because no group of people can work together successfully without establishing standards of behavior, mutual respect and a desirable system of values that leads each person in the group to develop self-control," states the author.

"It's Time to Hang Up the Hickory Stick," **Nation's Schools** 90:8-9, November 1972.
The NEA Task Force on Corporal Punishment indicated that physical punishment causes great harm, such as student behavioral problems and potential psychological and physical damage. Sixteen reasons for abandoning corporal punishment are presented along with recommendations for alternatives.

Jones, Priscilla S. "Parenthood Education in a City High School," **Children Today** 4:7-11, 1975.
A program in which teenagers are given responsible roles in day care centers is described.

Koppel, Dale. "Mishandling of Discipline Problems," **Education** 91:182-184, November-December 1972.
Class punishment such as the repeated writing of "I promise to behave" sentences is discussed.

Kravas, Konstantinos J. and Constance H. "Transactional Analysis for Classroom Management," **Phi Delta Kappan** 56:194-197, November 1974.
According to transactional analysis theory, each human has three identities—the parent, the adult, and the child—and moves in and out of them many times during a day. The theoretical and methodological implications of this approach as a classroom management technique are explored.

Lee, Helen C. "Practical and Explicit: How to Conduct a 'Due Process' Hearing—Safely," **The American School Board Journal** 162:34-37, October 1975.
The article cites the recent landmark *Wood v. Strickland* decision in which the high court ruled that ignorance is not a valid excuse for violating a student's constitutional rights—or for escaping the personal consequences for such a violation. Written especially for school board members, principals, and superintendents, the author stresses the importance of keeping abreast of current legal issues in discipline cases, of granting due process to all students who are accused of wrongdoing, and carefully considering each case on its individual merits.

Leeson, Jeanne. "Beginning Teacher," **Instructor** 82:23, February 1973.
Guidelines for handling student discipline problems are presented.

Lindsey, Bryan L. and Cunningham, James W. "Behavior Modification: Some Doubts and Dangers," **Phi Delta Kappan** 54:596-597, May 1973.
Twelve warnings against behavior modification are discussed.

Moyer, David H. "Aggressive and Delinquent Adolescent Behavior Patterns," **The Clearing House** 49:203-207, January 1976.
The article describes effective curriculum adjustments developed to deal with aggressive and delinquent adolescent behavior.

Mueller, Richard and Baker, James F. "Games Teachers and Students Play," **Clearing House** 46:493-496, April 1972.
The purpose of this article is to provide a working format for a positive approach toward helping the teacher understand and control classroom discipline at the psychological/verbal level.

O'Brien, Diane M. "In-School Suspension: Is It the New Way to Punish Productively?" **American School Board Journal** 163:35-37, March 1976.
A social studies teacher in Minneapolis designed the in-school suspension program described here as an alternative to suspension from school. The author cautions against the harshness of some in-school suspension programs which could turn off some marginal students forever and be psychologically harmful in the hands of the wrong person.

O'Toole, George A., Jr. "Summary Suspension of Students Pending a Disciplinary Hearing: How Much Process Is Due?" **Journal of Law and Education** 1:383-410, July 1972.
Helpful advice for administrators is offered.

Palardy, J. Michael and Mudrey, James E. "Discipline: Four Approaches," **Elementary School Journal** 73:297-305, March 1973.
The authors describe the permissive, authoritarian, behavioristic, and diagnostic approaches to discipline. Nine strategies for preventing discipline problems are touched on, and several practical methods of dealing with problems are mentioned.

Purkey, William W. and Avila, Don. "Classroom Discipline: A New Approach," **Elementary School Journal** 71:325-328, March 1971.
The approach to discipline presented here suggests that optimal classroom discipline is directly related to teacher beliefs regarding pupils, self, and teaching.

School Administrator's Discipline and Control Update all issues. Waterford, Connecticut: Croft NEI Publications.
Designed to aid school administrators with discipline problems, this monthly publication offers practical suggestions and legal advice.

School Law News, all issues. Capitol Publications, Suite G-12, 2430 Pennsylvania Avenue, NW, Washington, D.C. 20037.
Published bi-weekly ($75.00 per year)
A newsletter devoted to legal developments affecting education.

The School Student and the Courts, all issues. (Quarterly) School Administration Publications, P.O. Box 8492, Asheville, North Carolina 28804. ($17.50 per year)
This quarterly newsletter presents briefs of selected court cases involving student/institution relationships in secondary and elementary schools.

"Schools Can Cause Youth Violence: And They Can Cure It, Conference Reports," **The School Administrator (American Association of School Administrators)** 33:1-4, January, 1976.
At an annual conference of the Council for Educational Development and Research

(CEDaR), educators heard reports on research which indicated that "schools presently play a direct role in the violence problem, independent of the underlying conditions of employment, family and juvenile law enforcement institutions. James McPartland and Edward McDill of the Center for Social Organization of Schools reported that schools can aggravate the problem of crime or reduce it according to the way they organize themselves.

Selby, James and Weinberg, Denise. "Incentive Approach to Classroom Control," **Grade Teacher** 88:66-68+, May/June 1971.
A project in "operant conditioning" is described. Student behavior netted bonus points which were exchanged for toys. The authors illuminate the successes and problems.

Snider, Sarah J. and W. Carl Murphy. "Discipline—What Can It Teach?" **Elementary School Journal** 75:299-303, February 1975.
The authors state that when a teacher strikes a child, he/she teaches the child that violence is a means of problem-solving. They believe that discipline must not be spontaneous reactions to isolated incidents, but consistent actions that arise from a set of concepts and principles of behavior that are used in planning and practicing the teaching-learning process.

St. John, Walter D. "How to Praise and Criticize Students Successfully," **Clearing House** 49:214-216, January 1976.
The purpose of this presentation was to provide guidelines for teachers to use in praising and criticizing their pupils more skillfully. It points out that praise can be as embarrassing to students as criticism if it is administered tactlessly.

Stiavelli, Richard E. and Sykes, Dudley E. "The Guidance Clinic—An Alternative to Suspension," **NASSP Bulletin** 56:64-72, April 1972.
A guidance clinic program for disruptive students, based on behavior modification theory and positive reinforcement, has proven effective in dealing with junior and senior high school students who ordinarily would be suspended or excluded from school.

"Supreme Court Upholds Corporal Punishment," **Education USA** 18:49, October 25, 1975.
The case of Baker v. Owen is cited in which the U.S. Supreme Court ruled that in states which permit corporal punishment a teacher can spank students, even over the objections of a parent, as long as the teacher uses a lesser punishment when appropriate and warns the pupil ahead of time what kinds of behavior warrant a spanking. The article mentions a survey reported in the June 1974 **Phi Delta Kappan** which found that corporal punishment does not have widespread public support. An official of the National Association of Elementary School Principals says that most schools are moving away from it and are using it only as a last resort.

Trotter, Robert J. "This Is Going to Hurt You More Than It Hurts Me," **Science News** 102:332-333, November 1972.
The author discusses the thesis that physical punishment of children may pre-dispose them to violence as adults.

Webster, Carole T. "Group Therapy for Behavior-Problem Children in A Rural Junior High School," **Child Welfare** 53:653-658, December 1974.
A social worker made a group treatment program a permanent part of a small, rural, junior high school in order to aid students with behavior problems.

Wint, Josheph, H. G. and Van Avery, Dennis. "Contrasting Solutions for School Violence," **Phi Delta Kappan** 57:175-178, November 1975.
Two high school principals offer opposite points of view on the discipline problem. One stresses "law and order," and the other uses the humanitarian approach.

Young, Warren R. "Crime in the Classroom," **Reader's Digest** 108:197-201, May 1976.
The author states that the best hope of quelling the vandalism and violence in schools lies not in guards and crackdowns but in improving the schools themselves. Some specific suggetions are student security advisory councils; more help for the handicapped; and a school-within-a-school program, which divides large schools into smaller units, giving students more of a feeling of belonging.

Audiovisual Materials

Age of Turmoil. Film, 20 minutes, black and white. McGraw-Hill Text-Films, 330 West 42nd Street, New York, New York 10036.

Cipher in the Snow. Film, 24 minutes, color, Brigham-Young University.
This moving film describes the importance of concern for the needs of every child. It tells about a young student whom no one thought was important and the events following his sudden death.

Communication—A Plan In Action. Film, color, 29 minutes. Media Five Film Distributors, 1011 North Cole Avenue, Hollywood, California 90038.
Filmed at a high school in Greensboro, North Carolina, this film shows students, faculty, and administrators actively using Dr. Glasser's ideas to improve communication at all levels. This is an interesting account of a promising program in North Carolina.

Dealing with Discipline Problems. Film, 30 minutes, color. Media Five Film Distributors, 1011 North Cole Avenue, Hollywood, California 90038.
In this film Dr. Glasser discusses discipline techniques for the elementary school.

Discipline. Tape Recording, 15 minutes. National Tape Repository, Stadium Building, University of Colorado, Boulder, Colorado.
An inquiry into the meaning of discipline and constructive ways to bring about desirable behavior.

Discipline During Adolescence. Film, 16 minutes, black and white. McGraw-Hill Text-Films, see address above.
A dramatization of the effects of too much and too little control over the teen-ager.

Discipline Materials Program. A multimedia program consisting of four books, four cassette tapes, one filmstrip, discussion questions, three reports, and leaflets. National Education Association, Order Department, Academic Building, Saw Mill Road, West Haven, Connecticut 06516.
Contained in this packet are the following items: Code of Student Rights and Responsibilities, Compulsory Education Task Force Report, Controlling Classroom Misbehavior filmstrip, Coping with Disruptive Behavior, Corporal Punishment Task Force Report, Discipline—Day by Day, Discipline and Learning, Discipline in the Classroom, Parents and Discipline, What Every Teacher Should Know About Student Rights.

First Lessons. Film, 22 minutes, black and

white. International Film Bureau, 332 South Michigan Avenue, Chicago, Illinois.
An understanding teacher restores order to a class that has been disrupted by an aggressive newcomer.

Games We Play In High School. Film, 29 minutes, color. Media Five, see address above.
The concepts of transactional analysis as applied to discipline problems at the high school level are presented by Dorothy Jongeward.

The Hickory Stick. Film, 30 minutes, black and white. International Film Bureau, Inc., 332 South Michigan Avenue, Chicago, Illinois.
A Mental Health Film Board advisory on discipline in the middle grades.

New Approaches To Big Problems. Film, 29 minutes, color. Media Five, see address above.
Educators including Dorothy Jongeward, William Glasser, Mario Fantini, and Charles Weingartner offer their ideas on a variety of problem areas including discipline, violence, self-concept, truancy, and authority. Documentary segments offer demonstrated successful approaches to these problems.

Reality Therapy In High School. Film, 29 minutes, color. Media Five, address on preceding page.
Dr. Glasser's Reality Therapy approach to discipline is shown by filming authentic situations at Jersey Village High School in Houston, Texas.

Roles and Goals in High School. Film, 29 minutes, color. Media Five.
Dr. Glasser extends the application of his Identity Society and Schools Without Failure concepts to the high school level. Illustrating the relevance of his ideas in the high school milieu, Dr. Glasser engages in role-play situations with teachers.

T. E. T. In High School. Film, 29 minutes, color. Media Five.
Dr. Thomas Gordon explains how the concepts of Teacher Effectiveness Training apply at the secondary level. Documentary footage of T. E. T. techniques being used within a classroom setting emphasize how the "no-lose" method of resolving conflicts can work in various situations.

Using Values Clarification. Film, color, 29 minutes. Media Five.
Sidney Simon uses a panel of high school students in this film to demonstrate the techniques involved in values clarification.

ERIC Documents*:

Ackerly, Robert and Gluckman, Ivan B. **The Reasonable Exercise of Authority, II.** Reston, Virginia: National Association of Secondary School Principals, 1976, 40 p (ED 117 845)
The document considers the legal principles of due process and suggests acceptable approaches to the necessary and reasonable exercise of authority. After a lengthy discussion of due process, the following topics are also discussed: freedom of expression, personal appearance, student publications, codes of behavior, student property, weapons and drugs, discipline, corporal punishment, student participation in school governance, and others.

Brown, Jeannette A. and others. **Changing Culture Perceptions of Elementary School Teachers.** Charlottesville, Virginia: School of Education, University of Virginia, 1972, 31 p (ED 066 537)
The Portsmouth Project attempted to develop a consciousness in teachers of how they acted in their own classrooms and of the effect their behavior had on the learning environment of children.

Child Psychology: Parent Handbook. St. Louis, Missouri: Mehlville School District, n. d. (ED 114 739)
This document is one of a series published by the Mehlville School District as part of an ESEA III project. It was used in workshops for parents regarding family communications. It includes an explanation of Maslow's Hierarchy of Needs, a definition of characteristics of the family constellation, child development stages, a summary of Piaget's theory of cognitive development and the stages of puberty.

Clarizio, Harvey. **Some Myths Regarding The Use Of Corporal Punishment In The Schools.** (Paper presented at the annual meeting of the American Educational Research Association, 1975) 11 p (Ed 109 829)
Studies of child-rearing practices have consistently shown that the degree of physical punishment used by parents is positively correlated with various forms of psychopathology. The child learns by example that aggressiveness toward those of lesser power is permissible. A list of alternatives to corporal punishment recommended by the NEA Task force is included.

Discipline and Learning: An Inquiry Into Student-Teacher Relationships. Washington, D.C.: National Education Association, 1975, 129 p. (ED 103 988)
Based on the premise that learning can only take place in an environment that reflects the teacher's care for all students, this book approaches the topic from a historical perspective and a contemporary point of view. It shows teachers ways of handling more serious discipline problems.

Discipline in the Classroom. Revised Edition. Washington, D.C.: National Education Association, 1974, 88 p. (ED 095 629)
The articles in this booklet reflect a broad spectrum in their approach to discipline. Running through the articles is a common thread: when the instructional content and process are interesting and relevant, discipline is less of a problem. Since what constitutes meaningful curriculum for one student may be irrelevant to others, the matter of motivating students appears to be a critical problem.

Discipline: Parent Handbook. St. Louis, Missouri: Mehlville School District, n. d. (ED 114 737)
An ESEA III project designed to enlist parent involvement in discipline problems produced this guide, which discusses the Adlerian approach and mutual problem solving. The Adlerian approach stresses democracy in the family and the equality of individuals, and mutual problem solving is a method by which parent and child can both find acceptable solutions to their conflicts.

Doob, Heather S. **Codes of Student Discipline and Student Rights.** Arlington, Virginia: Educational Research Service, 1975, 41 p. (ED 108 341)
This report is intended to serve school administrators by providing basic information, positive suggestions, and examples pertaining to student codes.

Family Communications: Parent Handbook. St. Louis, Missouri: Mehlville School District, n. d. (ED 114 738)
This parent handbook is a compilation of

exercises used by this school district in their workshops.

Family Structure, Awareness, Communication Skills: An Activities Handbook. St. Louis, Missouri: Mehlville School District, n. d. (ED 114 740) (Related Documents are ED 114 741 and ED 114 742)
The major purpose of this part of the project was to help students develop skills in self-understanding and in effective communication with parents and others. (Three handbooks for grades four, five, six.)

Grantham, Marvin L. **The Herbert Marcus Elementary School Model For Classroom Management Provided By Alternatives In Discipline.** No publisher cited, 1975. (ED 115 587)
This study was undertaken to see if a model program using alternative disciplinary actions would be successful in: (1) reducing the number of misbehaviors; (2) providing more appropriate learning situations; (3) reducing the disproportionate number of disciplinary actions against minority students. The study resulted in improved teacher competencies, fewer discipline problems and improved academic performance by students.

Howard, Eugene R. and Jenkins, John M. **Improving Discipline In The Secondary School. A Catalogue Of Alternatives To Repression. An Occasional Paper.** Denver, Colorado: CFK, Ltd., 1970, 15 p. (ED 087 090)
The usual approach to improving discipline in the schools is the repressive approach—more rules, stricter enforcement, more efficient pupil surveillance, suspension of privileges, or additional rules. This paper is designed to serve the educator who wants to take positive rather than negative steps toward improving school discipline. Three major pieces of the school environment are considered here—the beliefs and value system of the school, its communication system, and the decision-making process.

Kingston, Albert J. **Discipline Problems: Then and Now.** No publisher cited, 1974. (ED 117 811)
A state survey of discipline problems in Georgia high schools compared student misbehavior in 1974 and 1961.

Masters, James R. and Laberty, Grace E. **The Effects of a Schools Without Failure Program Upon Classroom Interaction Patterns, Pupil Achievement and Teacher, Pupil and Parent Attitudes.** Harrisburg, Pennsylvania: 1974, 161 p. (ED 107 681)
An evaluation of William Glasser's Schools Without Failure (SWF) Program is described in this document.

National Urban League. **The Problem of Discipline/Control and Security In Our Schools.** New York: The League, 1971, 20 p. (ED 069 827)
The National Urban League contends that it is impossible for a favorable learning climate to be established within an environment where armed guards are present. They recommend calling on a coalition of students, community members, and educators to determine alternatives for developing a safe and pleasant learning environment.

Parenting in 1975. Austin, Texas: Southwest Educational Development Laboratory, 1975, 175 p. (ED 110 156)
This bibliography lists materials, programs and resources which appear to be relevant to the needs of parents and those working with parents.

School Suspensions: Are They Helping Children? A Report. Cambridge, Massachusetts: Children's Defense Fund, 1975, 270 p. (ED 113 797)
A followup and expansion of the 1974 report, "Children Out of School in America," this book examines the incidence and impact of school suspension and discusses its effectiveness as a disciplinary measure.

*The ERIC Documents listed on this bibliography are available in microfiche form at no charge to North Carolina educators from the Education Information Center, 581 Education Building, Raleigh, North Carolina 27611.

OPINIONNAIRE AND SUMMARY

Opinionnaire of Disciplinary Problems in Public Secondary Education

Instructions: A selected number of students, teachers, and principals from a sample of high schools in North Carolina are being requested to respond to this opinionnaire regarding discipline in public secondary education. A summary of all responses will be used by school officials, parents, students, and school boards to improve education at the secondary school level. As a participant in the study, you are requested to read each item carefully and respond according to your best opinion. In reacting to the items, the following definitions are provided as points of references. Discipline may be:

(1) Training which corrects, molds, strengthens, or perfects or

(2) Punishment or chastisement

After completing all items, please return this opinionnaire to your teacher or principal. In analyzing this information, individuals and schools will not be identified.

Information within blocked area **to be completed by director of study:**

School number _____

Region: (1) Coastal Plains _____
(2) Piedmont _____
(3) Mountains _____

1. Information about respondent:

A. Please check: I am a (1) Student ☐
(2) Teacher ☐
(3) Principal ☐

B. Please check: I am a (1) Male ☐
(2) Female ☐

C. Please check: I am a (1) Black ☐
(2) Indian ☐
(3) Caucasian ☐
(4) Other ☐

2. Extent of Discipline Problem
Please check on response: In my opinion discipline is
(1) A major problem ☐
(2) A serious problem ☐
(3) A problem of some concern ☐
(4) A problem of little concern ☐
(5) A minor problem ☐

3. Change in Discipline Problem
Please check one response: During the last three years, discipline problems in my school have
(1) Increased greatly ☐
(2) Increased some ☐
(3) Remained the same ☐
(4) Decreased some ☐
(5) Decreased greatly ☐

4. Major Causes of Discipline Problems
Please check all causes that apply and add others if appropriate: The major causes of discipline in my school are
(1) Personal or individual treatment not given to students ☐
(2) School rules unfair ☐
(3) School not meeting student's needs ☐
(4) Parents not supporting school ☐
(5) Low teacher morale ☐
(6) Low student morale ☐
(7) Lack of principal's leadership ☐
(8) Lack of student involvement ☐
(9) Lack of teacher's ability ☐
(10) Lowering of society's standards and values ☐
(11) Racial discrimination ☐
(12) Inadequate guidance at home ☐
(13) Inadequate guidance at school ☐
(14) Drug use ☐
(15) Pressure from other students ☐
(16) Lack of knowledge of school rules ☐
(17) Faculty too strict ☐
(18) Faculty not strict enough ☐
(19) Integration of races ☐
(20) Poor communication between faculty and students ☐
(21) Overreaction on part of faculty ☐
(22) Lack of teacher involvement with students ☐
(23) Lack of principal involvement with students ☐
(24) Lack of curriculum planning (lesson plans) ☐
(25) Lack of tolerance for and knowledge of the values of others ☐
(26) Students being treated unfairly by faculty ☐
(27) Nothing for students to do (free instructional time) ☐
(28) School not interesting ☐
(29) Failure in schoolwork ☐

5. Types of Behavior Causing Discipline Problems
Please check the types of behavior that you feel cause serious discipline problems in your school

(1) Use of drugs ☐
(2) Destruction of property ☐
(3) Fighting among students ☐
(4) Fighting between faculty and students ☐
(5) Disobeying general rules ☐
(6) Smoking ☐
(7) Cursing ☐
(8) Skipping school ☐
(9) Late for classes ☐
(10) Disobedience to teachers ☐
(11) Noise ☐
(12) Committing pranks ☐

6. Type of Students (sex-race) Involved in Discipline Problems
Please check the **one** type of student who is most involved in discipline problems in your school
(1) White males ☐
(2) White females ☐
(3) No particular type ☐
(4) Minority males ☐
(5) Minority females ☐

7. Type of Student (Achievement Level) Involved in Discipline Problems
Please check one
(1) Students making high grades ☐
(2) Students making low grades ☐
(3) Students making average grades ☐
(4) No particular type ☐

8. Expulsions (Dismissals for the remainder of the year or longer.)
Please check below the types of behavior which would justify not allowing a student to return to your school, according to the definition in the parentheses above. (If No. 1 is checked, leave other items blank.)
(1) Expulsions should never be used ☐
(2) Breaking federal, state, or local laws away from school ☐
(3) Possession of a dangerous weapon ☐
(4) Using a dangerous weapon ☐
(5) Using or dispensing drugs at school ☐
(6) Serious destruction of school property ☐
(7) Continuous disruptive behavior ☐
(8) Fighting with students ☐
(9) Fighting with faculty ☐
(10) Causing serious physical injury to a student or faculty member ☐
(11) Continued unexcused absences ☐
(12) Continued unexcused tardiness ☐
(13) Other (list) _____
(14) Other (list) _____

9. Suspensions (Dismissal for a specific number of days.)
Please check below the behavior which would justify dismissing a student from school for one or more days. (If No. 1 is checked, leave other items blank.)
(1) Suspensions should never be used ☐
(2) Breaking a federal, state, or local law away from school ☐
(3) Possession of a dangerous weapon ☐
(4) Using a dangerous weapon ☐
(5) Using or dispensing drugs at school ☐
(6) Continuous disruptive behavior ☐
(7) Verbal abuse of students ☐
(8) Physical abuse of students ☐
(9) Verbal abuse of teachers ☐
(10) Physical abuse of teachers ☐
(11) Continuous unexcused absences ☐
(12) Continuous unexcused tardiness ☐
(13) Other (list) _____
(14) Other (list) _____

10. Use of Corrective Methods
In the left-hand column, please check those practices which are currently used in maintaining discipline. In the right-hand column, check those practices which you believe are effective in maintaining discipline.

	Used	Eff
(1) Expulsions	☐	☐
(2) Suspensions	☐	☐
(3) Counseling	☐	☐
(4) Lowering academic grades	☐	☐
(5) Conferences with parents	☐	☐
(6) Assignment of extra academic work	☐	☐
(7) Assignment of jobs at school	☐	☐
(8) Suspension of involvement in sports	☐	☐
(9) Suspension of involvement in extracurricular activities	☐	☐
(10) Assignment of demerits	☐	☐
(11) Assignment of detention hall or cooling-off area (in school suspension)	☐	☐
(12) Involvement of students in making rules	☐	☐
(13) Involvement of students in self-government	☐	☐
(14) Humanizing instructional program	☐	☐
(15) Making instruction more meaningful	☐	☐
(16) Stricter enforcement of rules	☐	☐
(17) Bring police officers into school	☐	☐
(18) Public recognition for positive behavior	☐	☐
(19) Grievance process	☐	☐
(20) Corporal punishment spanking	☐	☐

11. Administration of Punishment on an Equitable Basis
Please check one or more appropriate responses. In administering punishment for specific misbehavior, the faculty at my school
(1) Treats all students the same (if this item is checked, do not check

others.) ☐
(2) Administers punishment on the basis of an evaluation of individual needs ☐
(3) Shows favoritism to black male students ☐
(4) Shows favoritism to white male students ☐
(5) Shows favoritism to black female students ☐
(6) Shows favoritism to white female students ☐
(7) Shows favoritism to students whose parents have average or above average incomes ☐
(8) Shows favoritism to students whose parents have below average incomes ☐
(9) Shows favoritism to students who perform high academically ☐
(10) Shows favoritism to students who perform average academically ☐
(11) Shows favoritism to students who perform below average academically ☐
(12) Shows favoritism to athletes or other students with special talents ☐

Comments:

A Study Of Perceptions Of Discipline Problems In Secondary Schools of North Carolina

by
James Alexander Clarke

Introduction

The purpose of this study was to determine the opinions of **students, teachers,** and **principals** in the high schools of North Carolina relative to ten selected variables concerned with school discipline. The three publics involved in the investigation were requested to respond to an opinionnaire that included ten discipline areas as follows:

1. the extent of the discipline problem;
2. change in the discipline problem;
3. major causes of the discipline problem;
4. types of students, according to sex and race, involved in the discipline problems;
5. types of students, according to achievement levels, involved in the discipline problems;
6. types of behaviors causing discipline problems;
7. use of expulsions;
8. use of suspensions;
9. use of corrective measures and the extent that the corrective measures were effective; and
10. administration of punishment on an equitable basis.

A total of 1,648 individuals, selected at random to represent the student, teacher, and principal populations in the high schools of the State, responded to the opinionnaire. This total represents over 75 percent of those who were mailed forms.

Responses on the ten discipline areas were analyzed to determine the status of and the differences among, students, teachers, and principals; between male and female students; between white and minority students; between male and female faculty members; white and minority faculty members; and the total study population from the Coastal Plains, Piedmont, and Mountain Regions. A chi-square test was used to determine whether the observed differences between and among the various subpopulations were significant.

Summary of Responses for Major Discipline Areas

1. Extent of discipline problem

When the participants in this study were requested to indicate the extent of the discipline problem in their schools, approximately 89 percent of the total study population stated that discipline was either a problem of some concern (45 percent), a serious problem (32 percent), or a major problem (12 percent). When the results of this factor were analyzed by subgroups, there were no significant differences in responses among students, teachers, and principals, between male and female faculty members, between white and minority students, and

between white and minority faculty members. There was a tendency, however, for female students to report the problem as being more serious than male students and for the total population in the Coastal Plains and Piedmont to judge discipline more of a problem than the Mountain participants.

2. Change in discipline problem

Far more participants in the total study population thought the discipline problem in their schools increased over the last three years rather than decreased. Students and teachers generally concurred with the total study population, but more principals reported the problem had decreased. Slightly more female faculty members than male staff members, and more minority students than white students reported the discipline problem on the increase. No significant differences were observed in the opinions between male and female students, between white and minority faculty members, and among the three regions relative to the change in the discipline problem in the high schools.

3. Major causes of discipline

There was a general lack of consensus among the sub-populations in this study relative to the major causes of discipline in the high schools. From a list of 29 causes for discipline problems, over 45 percent of the total study population listed six major causes. In rank order these were: "inadequate guidance at home," "lowering of society's standards and values," "parents' not supporting schools," "failure in school work," "pressure from other students," and "lack of student involvement."

Students, however, definitely did not agree with their teachers and principals relative to the major causes of discipline in their schools. In rank order the five major causes according to the principals were: "lowering of society's standards and values," "inadequate guidance at home," "failure in school work," "parents' not supporting schools," and "lack of tolerance for and knowledge of the values of others." Teachers listed the same five in the same rank order. Students, however, listed none of the five highest choices of principals and teachers among their five highest choices.

In rank order, students reported the five major causes of discipline problems in their school as: "lack of student involvement," "poor communication between faculty and students," "low student morale," "pressure from other students," and "school not interesting."

Male and female students were in general agreement as to the five major causes for discipline problems. However, far more female and male students listed "inadequate guidance at home" and "pressure from other students" as major causes. Causes which reflected the greatest differences between white and minority students were: "school rules unfair" (minority higher), "low student morale" (white higher), "lack of knowledge of school rules" (minority higher), and "nothing for students to do" (minority higher).

In reporting on the major causes of discipline problems, faculty (sex-race) differences were not so great as student (sex-race) differences. There was a relatively large difference between male and female faculty members on two causes, "low student morale" and "pressure from other students." Female faculty members assigned more votes to these two causes than did male faculty members. White faculty members, however, responded significantly more frequently than minority faculty members to three causes: "inadequate guidance at home," "drug use," and "faculty not strict enough."

Difference among the reponses assigned to causes by the populations in the three regions stand out in terms of two causes. Coastal Plains and Piedmont participants assigned more responses to "parents' not supporting school" than did the Mountain population. Piedmont participants, however, reported that "drug use" was more of a problem than Coastal Plains and Mountain participants.

Since "racial integration" and "drug use" have received so much attention in North Carolina and in the Nation in recent years, special emphasis is devoted to summarizing findings on these variables. As a major cause of discipline in the schools, "racial discrimination" received a relatively low ranking among the 29 causes listed in the opinionnaire. Only 12 percent of the total study population listed "school discipline" as a major cause. Responses for the various sub-populations relative to "school integration" as a major cause of discipline follows: students (21 percent); teachers (4 percent); and principals (4 percent); male students (21 percent) and female students (21 percent); male faculty (4 percent) and female faculty (5 percent); white students (21 percent) and minority students (20 percent); white faculty (24 percent) and minority faculty (7 percent); Coastal Plains participants (10 percent), Piedmont (15 percent), and Mountains (4 percent). Of the three types of respondents, students attached more importance to "integration" than did teachers or principals; white faculty members thought "integration" was more of a cause of discipline problems than did minority faculty members; and the Coastal Plains and Piedmont participants thought that the factor was a greater cause than did

the Mountain participants.

"Drug use," according to the study participants, was a greater cause of discipline problems in the schools than was "integration." With 35 percent of the total study population reporting "drug use" as a major cause of discipline, this practice ranked seventh among a list of 29 causes of discipline in the public schools in the State. When the responses concerning "drug use" were observed by sub-populations, students, teachers, and principals; male and female students; male and female faculty members; and white and minority students assigned approximately the same magnitude to the problem as did the total study population. White faculty members thought the "drug problem" was more serious than did their colleagues from the minority race and the total population thought that "drug use" caused more discipline problems than did the respondents from the Coastal Plains and Mountains.

4. Behaviors causing discipline problems

In responding to 12 types of behavior causing discipline problems, the total group listed five more frequently than others (44 percent or more for each type). In rank order, the types of behavior causing discipline problems in the high schools were: "disobeying general rules," "skipping school," "disobedience to teachers," "late for classes," and "destruction of property." Teachers listed the same types of behavior most frequently, whereas principals listed all these types, except for "destruction of property," most frequently. Principals listed the "use of drugs" as the fifth most frequent cause of discipline problems. Students also listed most frequently four of five of the types that teachers had listed most frequently. Students did not list "late for classes" among the top five and added "fighting among students," as the fifth-ranked behavior causing discipline problem.

The largest variation in responses for the other sub-groups were as follows: female students thought "fighting among students" and "fighting between students and faculty" caused more discipline problems than did male students; female faculty members thought that "noise" caused more problems than did their male counterparts; white students reported that "destruction of property" and "committing pranks" caused more discipline problems than did minority students; minority students thought that "fighting among students," "disobeying general rules" and "cursing" were more serious than did white students; and white faculty members listed "smoking" more frequently than did minority faculty members.

The opinions of the respondents from the three regions varied significantly relative to the types of behavior they thought provoked discipline problems. Participants from the Mountains generally did not list as many types of behavior as did the populations from the Coastal Plains and the Piedmont. Coastal Plains participants were more convinced than the participants in the other two regions that "disobeying general rules" and "noise" caused discipline problems. Furthermore, participants from the Coastal Plains and Piedmont regions stated more than Mountain participants that "fighting among students," "cursing," and "disobedience to teachers" caused more problems. Piedmont participants, however, were more convinced than the populations from the other regions that "use of drugs" brought about discipline problems.

5. Types of students (sex-race) causing discipline problems

When asked what types of students on the basis of sex and race caused discipline problems, a large majority (65 percent of the total study group) stated there was "no particular type." The remaining responses from the total population were: 18 percent for "minority males," 11 percent for "white males," five percent for "minority females," and one percent for "white females." Students and teachers generally agreed with the total population, but principals reported that "minority males" (23 percent) and "white males" (18 percent), rather than "no particular type," were more involved. The largest differences between male and female students resulted in a 65 percent response for males and a 74 percent response for females for "no particular type student" and a 23 percent response for males and an 11 percent response for female students for "male minority students."

Regional differences relative to opinions concerning the types of students (sex-race) that were involved in discipline problems centered around "male students." The percents of responses for "white male students" were significantly higher than in the other two regions; the responses for "minority male students" were significantly higher in the Coastal Plains and in the Piedmont than in the Mountains.

6. Types of students (achievement levels) causing discipline problems

According to the majority of the participants in this study, "students making low grades" are involved in most of the discipline problems in the high schools of North Carolina. Approximately 63 percent of the participants checked this category of

students; whereas, another 31 percent checked "no particular type." Principals, more than students and teachers, thought that "low academic students" caused most of the discipline problems.

7. Behaviors justifying expulsions

Over 50 percent of the total study population stated that there were five types of behavior from a list of twelve types that justified expulsion. These types of behavior, in rank order, were: "using a dangerous weapon," "causing serious physical injury to students or faculty," "using or dispensing drugs at school," "serious destruction of school property," and "continuous disruptive behavior." Students, teachers, and principals, though their responses for the twelve items varied significantly, generally listed more frequently the same types of behavior that were recorded by the total study population. Male and female students and faculties, as well as white and minority students, varied somewhat as to the types of behavior which they felt justified the expulsion of students. There was consensus, however, among the reporting participants from the three regions.

8. Behaviors justifying suspensions

Over 62 percent of the total number of respondents in the study listed six types of behavior which they thought justified the suspension of students. In rank order these were: "physical abuse of students," "continuous disruptive behavior," "physical abuse of teachers," "using or dispensing drugs at school," "possession of a dangerous weapon," and "using a dangerous weapon." Over 50 percent of the teachers and principals listed ten of the twelve behaviors as justifying suspension; whereas, 50 percent or more of the students listed only six of the twelve behaviors as justifying suspensions. Those behaviors listed by students include: "possession of a dangerous weapon," "use of a dangerous weapon," "using or dispensing drugs at school," "continuous disruptive behavior," "physical abuse of students," and "physical abuse of teachers." There were some sex-race differences among student categories and among faculty categories, but there was consensus among the respondents from the three regions relative to the types of behavior justifying suspensions.

9. Use and effectiveness of corrective measures

From a list of 20 corrective measures, seven were used extensively in the high schools of North Carolina, according to the total study population. On the basis of frequency of use, the rank order for the corrective measures were: "suspensions," "conferences with parents," "counseling," "expulsions," "suspension of involvement in sports," "assignment of jobs at school," and "involvement of students in self-government." Over 50 percent of the principals listed nine corrective methods; over 50 percent of the teachers listed seven methods; and over 50 percent of the students recorded only five of the 20 methods.

The most frequently listed corrective measures, according to principals, which were used in their schools were: "conferences with parents," "suspensions," "counseling," "involvement of students in making rules," "expulsions," "involvement of students in self-government," "making instruction more meaningful," "assignment of jobs at school," and "humanizing the instructional program." With the expection of two of the above, "involvement of students in making rules" and "humanizing the instructional program," over 50 percent of the teachers said the most frequently used practices were the same as those listed by the principals. Only five of the 20 practices, however, were listed as **used** by over 50 percent of the students. These corrective practices in rank order were: "suspensions," "conferences with parents," "counseling," "suspension of involvement in sports," and "expulsions."

When the study participants were requested to indicate the effectiveness of the 20 corrective practices, only three received more than 50 percent of the responses from the total study population. One of the corrective measures received 50 percent of the responses from the students, four corrective measures received over 50 percent of the responses from teachers; and seven of the corrective measures received over 50 percent of the responses from the principals. Effective corrective measures receiving above 50 percent of the teachers were "conferences with parents," "suspensions," "counseling," and "making instruction more meaningful"; and those stated to be effective by over 50 percent of the principals included "counseling" "conferences with parents," "suspensions," "expulsions," "involvement of students in making rules," "making instruction more meaningful," and "involvement of students in self-government."

Only one of the 20 corrective measures was declared effective by 50 percent of the responding students, namely, "conferences with parents." Receiving less than 50 percent but more than 40 percent of the responses from students were: "suspensions," "counseling," and "involvement of students in making rules."

There were large differences in the percentage of students, teachers, and principals who stated that corrective practices were used and who also reported

that corrective practices were effective. Corrective practices receiving more "effective" than "used" responses from students were: "involvement of students in making rules," "humanizing the instructional program," "making instruction more meaningful," and "public recognition for positive behavior." Practices receiving more "effective" responses than "used" responses from teachers included "suspension of involvement in sports," "suspension of the involvement of extra-curricular activities," "stricter enforcement of rules," and "public recognition for positive behavior." With the exception of one corrective practice, "public recognition for positive behavior," the percents of "effective" responses were less than the percent of "used" responses.

10. Administration of discipline on an equitable basis

When the participants in the study were requested to respond to the discipline area that was related to the administration of discipline on an equitable basis, 25 percent or more of the total study population checked three of 12 options. These three options were: 40 percent, "treats all students the same"; 37 percent, "administers punishment on the basis of an evaluation of individual needs;" and 29 percent, "shows favoritism to athletes and other students with special talents." Over 25 percent of the students marked four of the 12 options. These were: 46 percent, "shows favoritism to athletes and other students with special talents"; 46 percent, "shows favoritism to students who perform high academically"; 35 percent, "treats all students the same"; and 26 percent, "administers punishment on the basis of an evaluation of individual need." In contrast to students, only two options in this discipline area that received a large percent of responses from principals and teachers were: "all students are treated the same" and "punishment is administered on the basis of an evaluation of individual need."

Summary of Differences Between and Among Sub-populations

1. Students, teachers, and principals were in agreement concerning the extent of the discipline problem but differed significantly in their opinions on the remaining nine discipline areas.
2. Male and female students agreed on the change in the discipline problems, the types of behavior causing discipline problems, use of corrective methods, and administering punishment on an equitable basis.
3. Male and female faculty members were in consensus on the extent of the problem, the types of behavior causing discipline problems, and the types of students (sex-race) that cause discipline problems.
4. White and minority students had similar opinions regarding the extent of the discipline problem, types of students (sex-race) causing discipline problems, and the types of students (achievement levels) causing discipline problems.
5. White and minority faculty members had similar opinions regarding the extent of the discipline problem, the change in the discipline problem, types of students (sex-race) causing problems, and types of students (achievement levels) causing discipline problems.
6. Participants from the three regions had similar views regarding the change in the discipline problem, types of students (sex-race) causing discipline problems, expulsions, and suspensions.

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